DOCUMENT RESUME

ED 361 545 CE 064 527

TITLE	Tech Prep Degree: Preparing Tomorrow's Workforce. Design, Development and Implementation of a TECH PREP Core Program. Final Report.
INSTITUTION	Quad-City/Tri-County Vocational Regions, East Moline, IL.
SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE	Jun 92
NOTE	115p.; For an earlier report, see ED 347 349.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Articulation (Education); Associate Degrees; Community Colleges; *Curriculum Development; High Schools; Integrated Curriculum; Models; Partnerships in Education; *Regional Planning; Regional Schools; Two Year Colleges; *Vocational Education; *Vocational Schools
IDENTIFIERS	2 Plus 2 Tech Prep Associate Degrees

ABSTRACT

A four-stage project was undertaken to develop an exemplary tech prep core program to serve students in the Quad-City/Tri-County Vo Tech Regions school districts and Black Hawk Community College (BHCC) in Illinois. A core group planning committee consisting of education and business/industry representatives used the DACUM (Developing a Curriculum) approach to define core knowledge and skills needed by students in three occupational cluster areas: business, health and human services, and manufacturing. Private sector representatives and academic and technical educators collaborated to identify competencies for specific programs. To date, 4 + 2 + 2 programs are being finalized in electromechanical technology and health technology, and 4 + 2 programs are being finalized in production technology, business technology, agricultural technology, and technology systems. All project objectives related to articulation among the participating secondary-level schools and between them and BHCC have also been completed. (Appendixes include the tech prep core curriculum model, entrance/exit criteria for tech prep students, lists of project team members from the participating schools, project publicity materials, end-of-year reports from the participating institutions, and tech prep pilot courses for FY92.) (MN)

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ED 361 545

TECH PREP DEGREE:

Preparing Tomorrow's Workforce

Illinois State Board of Education

Louis Mervis
Chairman

Robert Leininger
State Superintendent
of Education

Adult, Vocational and Technical Education

Vocational Education
Program Improvement
Section

June 1992

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Office of Educational Research and Improvement
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TECH PREP DEGREE:

Preparing Tomorrow's Workforce

Design, Development and Implementation of a TECH PREP Core Program

A Joint Project of:

Tri-County VoTech Region
Quad-City VoTech Region
Black Hawk College
Western Illinois University

Project Director:
Karen Johnson
Quad-City/Tri-County VoTech Regions

Project Coordinator:
Gabriel A. Verstraete
Quad-City/Tri-County VoTech Regions

Funded Agency:
Quad-City/Tri-County
VoTech Regions
United Township High School
1275 42nd Ave
East Moline, IL 61244

Illinois State Board of Education

Louis Mervis
Chairman

Robert Leininger
State Superintendent
of Education

Adult, Vocational and Technical Education

Vocational Education Program
Improvement Section

June 1992

Funded by:

Carl Perkins
Vocational Education Act

JMA2100
$94,000

This publication was prepared pursuant to a grant with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education and funded 100% through the Carl D. Perkins Vocational Education Act. Grantees are encouraged to freely express their judgements in professional and technical matters. However, points of view or opinions do not necessarily represent official Illinois State Board of Education position or policy.

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FINAL REPORT ABSTRACT

Official Project Title:	Design, Development and Implementation of a TECH PREP Core Program
Department of Adult, Vocational and Technical Education Funding Agreement Number:	JMA2100
Project Director:	Karen E. Johnson
Project Coordinator:	Gabriel A. Verstraete
Funded Agency:	Quad-City/Tri-County VoTech Regions
Location of Funded Agency:	1275 42nd Avenue East Moline, IL 61244
Time Period Covered:	July 1, 1991-June 30, 1992

Goals of the Project and its Relevancy to Vocational Education:

An exemplary TECH PREP Core program will be established which will strengthen and improve the technical competence of youth and adults throughout the Black Hawk College District for education and training to meet the demands to tomorrow's work place.

Quad Cities/Tri-County EFE Systems/
Black Hawk Community College

Program Overview

The focus of Tech Prep at Quad-City/Tri-County VoTech Regions/Black Hawk Community College (BHC) is on providing all students with skills for higher education, as well as job opportunities. To accomplish this, a comprehensive model, applicable to all program areas, is being implemented. A Core Group Planning Committee, composed of education and business/industry representatives, utilized the DaCUM approach to define core knowledge and skills needed by students in three occupational cluster areas: business, health & human services and manufacturing. Private sector representatives have worked with academic and technical educators to identify competencies for specific programs. Six Tech Prep Degree programs have been identified and are in the process of being finalized.

B) Program Highlights

Curriculum Development
- Business/industry representatives have identified the competencies, knowledge, and skills needed by all students.
- The DaCUM model serves as the basis for developing a core curriculum.
- Private sector representatives, working with academic and technical faculty, have identified specific program competency areas.
- The Core Group Planning Committee, composed of representatives from academic and vocational program areas, secondary and post secondary areas, and business/industry, have developed a core curriculum based on the DaCUM.
- The focus of curriculum is on integration of academics and vocational content and development of skills in critical thinking, team building, decision making, and problem solving.

Business/Industry Involvement
- Representatives from John Deere have made presentations about Tech Prep to Chambers of Commerce and other local audiences.
- Eight business/industry representatives have worked with educators on the DaCUM matrix of knowledge and skills necessary to work in the three career cluster areas.
- Local businesses have committed to providing internship experiences for Tech Prep students.

Leadership Team Structure
- Leadership team structure is represented by members from all three Tech Prep partnerships.
- Each of the pilot sites has a design team made up of academic and technical

faculty from secondary and post secondary schools and representatives of local businesses/industries.

- Secondary school administrators have selected lead teachers, and lead teachers and their principals selected other team members.
- Business/industry representatives from key industries volunteered to serve on the design teams.
- Black Hawk Community College has developed its own Design Team and has staff members on all High School Design Teams.

For more information about the QC/TC EFE/BHC project, contact either:

Gabriel A. Verstraete
Project Coordinator
1275 42nd Avenue
East Moline, IL 61244
309-752-1675

Karen E. Johnson
Project Director
1275 42nd Avenue
East Moline, IL 61244
309-752-1691

GOAL:

The long range goal of this Tech Prep Core project would be that over the proposed four stages (years) of this project, an exemplary Tech Prep Core program would be established which would strengthen and improve the technical competence of youth and adults, throughout the Black Hawk College District for education and training to meet the demands of tomorrow workforce.

Major Accomplishments Toward Stated Objectives of the Project:

Progress:

Objective 1 - **Model implementation**

We have completed our Tech Prep core Curriculum Model during this past year (see appendix A-1). Early in the 91-92 school year, a Model Design Committee headed by the project director and project coordinator, was formed. This committee was made up of representatives from all the Tech Prep sites (BHC, United Township High School (UTHS), Moline, Rock Island, Kewanee, Riverdale, Orion, Sherrard, Wyoming, Westmer and Geneseo) involved in the project. These schools represent 10 of 18 high schools in the Quad-City/Tri-County VoTech Regions and range in enrollment from a small school of 157 students to a large school of @ 2400 students. **With the development and completion of the 9-12 Tech Prep core curriculum model agreed to by all schools we have successfully accomplished objective #1.**

Objective 2 - **Entrance/Exit criteria for Tech Prep students** (see objective 3 narrative)

Objective 3 - **Outcomes/Competencies for Tech Prep students**

In our grant the above two objectives are very closely tied together and therefore will be treated as one in this narrative portion. During this past quarter, both the entrance criteria for incoming 9th grade Tech Prep students and the exit criteria for Tech Prep completers at the 12th grade have been established (see appendix A-2). This work was completed by the project leadership team. Current high school students may enter the program at any time by meeting the entrance criteria. It has been further agreed that the high school exit criteria would also become the Black Hawk College entrance criteria. The specific outcomes and competencies have been addressed in our DaCUM that was developed two years ago. With the completion of our Tech Prep core curriculum each school identified which orientation and concentration level courses would qualify as Tech Prep courses based on the criteria established by the model committee and the business/industry DaCUM. There was further input into this aspect of our model on June 16, when we had the first meeting of our Degree Design teams (this will be explained in detail under objective 4). **We have accomplished objectives two and three of our grant. Exit competencies were identified at both the High School and Community College level.**

Objective 4: **Articulation**

Because of the size of our VoTech Regions and the great diversity in size and make up of schools and client populations, articulation with all parties has been a major focus throughout this past year. A very significant occurrence in our activities has been the establishment of a new Leadership Team that meets on a regular basis and will continue to do so throughout the summer. This leadership team consists of the following people: Karen E. Johnson – Project Director
Gabriel A. Verstraete – Project Coordinator
Thomas Quale – Vice President of Academic Affairs – BHC
Kerry Kerber – Director of RIRUC/WIU
Gordon Kinkead – Training Coordinator – John Deere Harvester

The major focus of this group has been to set the direction for the project and to begin the development of the articulated 4+2 curriculum with the last +2 when appropriate. The Leadership Team has identified six Tech Prep Degree Programs that will be developed over the course of this summer (one was developed during the latter part of this year). The Tech Prep 4+2 Degree programs will be developed in

Electro Mechanical Technology (4+2+2)
Production Technology
Business Technology
Agricultural Technology
Health Technology (4+2+2)
Technology Systems

A Degree Design Team has been established for each degree program. A Degree Design Team is made up of high school representatives, Black Hawk College representatives and business/industry representationes form that particular occupational area. Their function is to develop and establish articulated 4+2 sequence of courses for each degree along with identifying the competencies/outcomes for completers, at both high school and community college level. This task will be completed by August 3, 1992. In addition the Degree Design Teams will also write the promotional material for that particular degree. The efforts of these groups will be used as the basis for several upcoming events: (a) presentation to entire Black Hawk College staff on August 17 (b) presentation to Board of Control on September 8 (c) High School staffs fall of 1992.

Articulation has taken place on each individual school level also. Each school has a Design Team consisting of academic, vocational, counseling and administrative representation. The project coordinator has attended Local Design Team meeting and or made presentations at all the individual school sites.

We have successfully completed our articulation objective.

Objective 5 - **Partnerships**

Four of our current ten sites have active ongoing partnerships with local business and industry. They are UTHS, Moline, Rock Island and Kewanee. To be honest, these were already in place to some extent before Tech Prep. However, they have been greatly enhanced in both Moline and UTHS because Dick Klein, Works Manager of John Deere Harvester is a very active proponent of Tech Prep. He has even committed his company in writing to hiring Tech Prep Electro-Mechanical Degree students. **We have met our goal regarding the expansion of existing partnerships.**

The Establishment of new partnerships has not occurred during this academic year and this is an area that will be addressed more fully in sections E&F of this report.

Objective 6 - **Inservice**

Our inservice activities has centered around three major areas this past year.

(a) "STARS" This grant serves as the major focus of our inservice activities. The STARS grant in turn has focused on three activities is past semester and during the summer of '92. STARS has: (1) held a two day team building workshop (2) held several two day Talents Unlimited Training Sessions (this is a hands on workshop that teaches educators how to use higher order thinking skills in their classroom). (3) has and will run nine three/four day learning communities (these are hands on centered workshops, such as "using the graphic calculator", and are made up of a university instructor, high school teachers and business/industry tour showing applied use of the graphic calculator). Appendix A-3 has names of participants for all the activities presented by STARS. Well over 300 teachers counselors and administrators in the region have taken part in various STARS activities or will take part during the summer of 1992.

(b) Grant support of individual staff people to attend workshops/conferences has been a second major focus of our inservice activity. Schools were able to grant funds for staff to attend workshops on OBE, Cooperative Learning, integrated curriculum and any number of Tech Prep conferences.

(c) A third major focus of our inservice was our own April 3, 1992, kick off day for our first Tech Prep Degree in Electro-Mechanical Technology. This day was cooperatively developed by Black Hawk College, John Deere and the Quad-City/Tri-County VoTech Regions was attended by @125 people (see Appendix). This will be more fully addressed under objective #8. **We have successfully accomplished our inservice objective.**

Objective 7 - **Guidance and Counseling**

Counselors were a targeted group in our April 3 inservice. All of our local design teams have a counselor member. Once we have our degree programs in place and are ready to disseminate information and actively begin recruiting students counselors will again become a specific targeted audience for inservice work to explain our Tech Prep Degree programs.

Objective 8 - **Information Dissemination**

On a regional level a number of items stand out as significant forms of Tech Prep information dissemination. On January 6, 1992, we sponsored Dr. Willard Daggett's presentations in the community. He spoke at a luncheon to Black Hawk College administration, then he addressed the entire Black Hawk College staff. At a dinner meeting he addressed. The members of the Board of Control and other significant invited business/industry and education leaders. Later that evening Dr. Daggett made a presentation to the general public at the John Deere Administration Center. We also co-sponsored a scientic literacy workshops on November 4 and March 23 (see Appendix A-5 & A-6)

Our local high school design teams are charged with the responsibility of disseminating information to their respective school community. As a result of both these efforts and regional efforts a number of articles have appeared in newspapers. (included in section G). All high school design teams have members from Black Hawk College on them and the project director and coordinator are members of Black Hawk College design team. Thus we have an information flow between the two levels that can be used to further increase understanding and awareness of curriculum throughout the region.

The crowning glory of our information dissemination this past year was the collaborative effort between John Deere and Co., Black Hawk College, STARS/WIU and Quad-City/Tri-County VoTech Regions in putting together our April 3, 1992 inservice. With an attendance of @125 people from all Tech Prep sites, for business/industry tours and breakout sessions at UTHS, this day was a major success based on evaluations returned by attendees.

We have even had requests for a repeat performance next year. This day was aimed at getting the word out about our first Tech Prep Degree Program and to give the people involved a chance to explain their part. Also, we wanted to tie what needs to happen in the classroom with what is happening in industry today. The breakout sessions modeled the active partnerships in the region in that each session was co-presented by Industry, High School Staff and BHC Staff. We all felt this day to be a huge success for all involved. **We have successfully completed this objective in our grant.**

C) Evaluation and Impact:

At this stage, we have made only a progress self evaluation from each involved site. Our second year sites (UTHS, Moline, Rock Island and Kewanee) are, further along than our newer first year sites. The self evaluations regarding their progress is included as part of this document in appendix A-7. The evaluation instrument was developed by the project director and project coordinator appendix A-8 includes a list of those courses, by school, that were targeted as Tech Prep courses during the 1991-92 school year.

D) Resource Listing:

1) Material Resources:

Interactive Multimedia System
- 25' Panasonic monitor
- Pioneer LS-V2200 videodisc player
- Bretford audiovisual cart

Two Lanier digital transcribers

Video Camera and Digitizer
- Cannon XAP Shot Still Video Camera
- Computer Eyes Video Digitizer

MS-DOS Hard Disk Drive

Twenty three TI-81 /graphing Calculators
One view screen for Overhead Projector

Scope Cam

Water Ecology Test

Introduction to Biochemistry II

Water Bath

Algebra Programs
- Algebra Series with Backup
- Self Help Polynomials & Factoring
- Fractions

Biology Video Programs
- The Biology of Water
- Introduction to Cell Structure Parts 1&2
- The Frog Inside Out

Four Sentron Health Scales

Six TI-1795 Solar Calculators

Valiant Turtle Package
Apple IIC Adapter Cable

One 386-40 MHZ Computer w/130 MB Hard Drive
3-1/2 & 5-1/4 Disk Drives
101 Extended Keyboard
4 MB Ram
Super VGA Monitor
Program Disks Auto CAD Release 10

2) Paid Participants

Gabriel A. Verstraete
1275 42nd Avenue
East Moline, IL 61244
Coordinator for the project

Dr. Willard Daggett
Schnedaty, NY

Presented inservice for entire Black Hawk College staff, selected business/education leaders in the community and the general public.

Myrtle Stogner
Hamlet, NC
Tech Prep Presentation at Moline High School

Jeff Guthrie
Guthrie Graphics
926 15th Avenue
East Moline, IL 61244

Development of marketing brochure and folder

John Brady
Action Ad
420 North 9th Avenue
Eldridge, IA 52748

Purchase of pencils for marketing purposes

D) Unpaid Participants:

Karen Johnson
Director - Tri-County VoTech Region
1275 42nd Avenue
East Moline, IL 61244
Director of Project

Tom Quale
Vice President - Academic Affairs BHC
6600 34th Avenue
Moline, IL 61265
Member of Leadership Team

Sheila Lillis
Assistant to VP Academic Affairs BHC
6600 34th Avenue
Moline, IL 61265
Coordinator of BHC component of the project

Gordon Kinkead
1100 13th Avenue
East Moline, IL 61244
Member of Leadership Team

Kerry Kerber
Director of RIRUC/WIU
6600 34th Avenue
Moline, IL 61265
Member of Leadership Team and Director of STARS Grant

Tech Prep Local Design Team Members - see following pages for names and addresses.
Teams at each local site responsible for inservice development of the project at local sites

Tom Lonergan
6600 34th Avenue
Moline, IL 61265
Coordinator of articulated agreements between Black Hawk College and Quad-City/Tri-County VoTech Regions

Second Year Sites	First Year Sites
UTHS Rock Island Kewanee Moline	Geneseo Riverdale Orion Sherrard Wyoming

UTHS Tech Prep Team
(752-1675)

Jerry Samolitis-Counselor
Sharon Joranby-Home Economics
Carl Killam-Business
Gabe Verstraete-Industrial Tech
Jim Smith-English
Lorianne Eis-Math
*Ted Tyler-Science
*Rob Watters-Counselor
Gordon Cornelius-Administrator
Ron Ryerson-Social Studies
Dennis Steinmetz-Science
Dennis Nelson-Math
Gary Pregracke

*Core Group Planning Committee Member

Larry Raash-Office and Secretary
Wayne Marshall-Elective

Rock Island Tech Prep Team
(793-5950)

*Joanne Quinlan-Business (Lead Teacher)
[illegible] Wymore-Industrial Tech
Ellen Pohlman-Home Economics
LaWaun Glasgow-English
Frank Ryner-Math
Janet Moline-Science
Ron Janssen-Counselor
Anne Shan-Administrator
Robert Hanamil-Accounting
Don Schnauber-CAD

*Core Group Planning Committee Member

Kewanee Tech Prep Team
(793-5950)

*Roger Malcolm-Math-Science (Lead Teacher)
Roger Wallace-Math
Dennis Arnold-Science
Chris Gustafson-English
Linda Pont-English
Barabara Morrison-English
*Floyd Wohrley-Agriculture
Shirley Shafer-Home Economics
Pat Sullens-Health
Steve Morrison-Industrial Tech
Jim VanHootegem-Business
Chris Hobbs-Business
Ford Brown-Counselor
Marvin Damron-Administrator

*Core Group Planning Committee Member

BHE - Gary Phieffer-Agriculture
BHE - Ed Rebner-Mechanical Power

Moline Tech Prep Team
(757-3545)

*Brian Shelor-Business
Karen Anderson-Home Economic
Cedric Salisbury-Industrial Tech
Wes Johnson-Science
Karen Techlin-English
Nancy McManus-Math
Joe Wasson-Counselor
*Ken Schwab-Administrator

*Core Group Planning Committee Member

BHC - Tom Acuff-Mechanical Tech
BHC - Steven Blucker-Business Management

J.D. Darnall Tech Prep Team
(944-4674)

Mary Ward-Math
Ray Rogers-Science
Ellen Schnitz-English
Pete Schneider-Social Studies
*Linda VanDerLeest-Counselor
Julie Fiers-Director Vocational Education
Bill Marks-Industrial Technology
Carlene Kemmis-Home Economics
Suzie Rehn-Business
Bob Blair-Agriculture
Ted McAvoy-Administration

*Assistant to Julie Fiers

Riverdale Tech Prep Team
(523-3181)

Kate Tadlock-Math
Linda Thomas-Science
None-English
Todd Heeter-Social Studies
Joe Bell-Industrial Arts
Deb Holmes-Home Economics
Frank Wood-Administrator
*Hugh Simmons-Business

*Core Group Planning Committee Member

Orion Tech Prep Team
(526-3361)

Gary Hamer-Math
Bill Todd-Science
Nikki Lee-English
Tom Domino-Social Studies
Gary Crowell-Counseling
Mary Ann Harvey-Counseling
Todd Williams-Industrial
Chris Baumann-Home Economics
Laura Nelson-Business
Kevin Nelson-Agriculture
Larry Miller-Administrator
Tom Nicholson-Vocational Director

Sherrard Tech Prep Team
(593-2175)

Gary Tisue-Math
Jim Lee-Science
Tom Watkins-English
Jack Weese-Social Studies
Jim Schulz-Conseling
John McCormick-Industrial Education
Mary Bischoff-Home Economics
Loretta Cedarstrom-Business
Larry Shimmin-Agriculture
Harry Hunt-Administrator

Wyoming Tech Prep Team
(659-5191)

Carol Wardell-Voc. Business S.S.
Sue Bubnich-Home Economic
Mark Jones-Agriculture
Gary Johnson-Counselor/Social Science
Tim Wagner-Math/Science
Terry Kochis-Tech Prep
Alice Golby-English

Richard Kline
Nancy Woodhouse
William Snyder
Bob Vande Wiele

Deere & Company
1800 158th Street
East Moline, IL 61244

E) Problems:

The major problem we encountered was one of time. To involve as many people on as many different levels as we have attempted to do requires a great deal of time. The problem of time was the major reason why business/education partnerships were not expanded to the extent they need to be. Due to time constraints and emphasis in other project areas there was not time to pursue this. This will be a major emphasis in year three of our project. Our focus has been and will continue to be an educational process at all levels, to bring about a systemic change in the way education is being delivered to the vast majority of our students. Without taking the time and effort to educate the parties involved about the need for change, no change will take place. Then of course these people must buy into the concept if change is really going to occur. All of the above takes a great deal of time and buy in before a common vision can be developed. The time devoted to this has been well spent. We have ten high schools actively participating (18 next year). We have a common vision in the region, we have all bought into the necessity for change and it is happening at all the schools. At the same time, we also had to begin to develop our 4+2 programs. By electing to pursue a comprehensive Tech Prep plan we have taken on a much larger project than to focus on a single program. The 12,000+ high school students in our region will be much better off because of our decision to affect change in all areas of the curriculum. Schools are revising their curriculum offerings and more applied courses are being introduced. "Regular" courses are being revised to reflect the changing nature of work and the types of skills being demanded of our graduates. Student guides contain information about Tech Prep. Change is occurring in the Quad-City/Tri-County VoTech Regions. It has been a slow and sometimes painful process but our people are buying into the concept - they want to see it happen! They are making it happen!

F) Conclusions and Recommendations:

The second year of the project focused on:

1. Developing integrated academic/technical courses at the four original sites.
2. Bringing six new sites on board and attempting to bring them up to speed as quickly as possible.
3. Developing a Tech Prep Core Curriculum that was acceptable to all ten schools involved in the project.

4. Educating teachers and staff about the changing nature of the workforce and how schools can better prepare students to become part of that technological workforce of the 21st century.
5. Identifying our Tech Prep Degree Programs and to begin the curriculum development to support those programs.

It has been a very good year for Tech Prep in our area. A great deal has been done, but a great deal also needs to happen next year. It is essential that we continue the education process among our staff about the changing nature of work. We must continue to focus on applied academics and help students see a focus and a value in their high school years.

We need to continue all the good things we have done this past year for all 18 high schools involved in our project, this means bringing eight new sites on board.

Now that we have our Tech Prep Degree Programs identified and developed (by August 92) we need to spend a major portion of our time in dissemination of information and recruitment of students. Four years from now we will have our first full fledged Tech Prep graduate from the high school level. He/She will be significantly different in attitude and skills from the non Tech Prep students.

A major recommendation for the future–
Tech Prep and all the concepts that it encompasses needs to begin at the elementary and jr. high level if as a state and nation we are truly going to affect a substantive systemic change in education and in education's product.

G) Publicity:

See folder

APPENDIX A-1

TECH PREP DEGREE
CORE CURRICULUM MODEL

COLLEGE PREP	TECH PREP	VOCATIONAL
Meet entrance reguirements for selected colleges.	Meet academic and technical requirements for a technical work place and selected associates degree.	Meet requirements for graduation plus vocational sequence.

Tech Prep Degree programs will provide strong academic and technical skills plus the process skills identified by business and industry as important in the workplace of the future.

TECH PREP DEGREE CORE

English – 3 years
Communication Skills – 1 semester
Math – Alegbra and Geometry
Science – 2 years of lab science
Computer – 1 semester applications lab (keyboarding prereq.)
Technical careers introduction/orientation – 2 semesters
Vo–Tech concentration – 4 semesters
Social Studies – as required for graduation
PE and Health – as required for graduation
Additional electives as possible to strengthen preparation

Tech Prep Classes will emphasize:

A. Higher order thinking skills
B. Teamworking
C. Interpersonal skills
D. Personal work ethic
D. Outcome based education
E. Work setting applications in academic courses
F. Vo–Tech reinforcement of academic concepts

APPENDIX A–2

TECH PREP DEGREE
ENTRANCE/EXIT CRITERIA

HIGH SCHOOL ENTRANCE CRITERIA

Any student entering a Secondary TECH PREP Degree (TPD) program must:

1. Be **within two grade** levels in reading, math and science,
2. Or have a composite score within two grade levels on their most current standardized test scores.

Remediation: Any student who does not meet these criteria may enter the program by establishing a plan to remediate deficient skills with their high school counselor.

HIGH SCHOOL EXIT CRITERIA

A certificate of completion in the Secondary TECH PREP Degree program will be awarded for:

1. Completion of a TECH PREP Degree (TPD) sequence with a **GPA of 2.5** or higher while enrolled in the TPD program.
2. Demonstration of basic **academic competence** by an English minimum score of 42 and a math minimum score of 44 on the BHC ASSET test.
3. Demonstration of **technical skill competence** through a verbal and portfolio presentation.
4. Completion of a related **work-based experience** (shadowing, mentoring, interning, etc)
5. An **attendance record** of 94 percent or greater while enrolled in the TPD program. Any individual exceptions due to extenuating circumstances would be at the discretion of the local high school.

APPENDIX A–3

BLACK HAWK COLLEGE TEAM

Thursday, January 9, 1992

Acuff, Tom

Beckman, Philip

Blucker, Gwen

Grundstrom, Roger

Hammill, Bob

Masters, Gene A.

Schauenberg, Sue

Schnauber, Don

KEWANEE HIGH SCHOOL TEAM

Thursday, January 9, 1992

Arnold, Dennis

Bockewitz, Sue

Brown, Ford

Damron, Marvin

Hobbs, Christine

Pont, Linda

Shafer, Shirley

Sullens, Patricia

Treat, Dick

Wohrley, Floyd

MOLINE HIGH SCHOOL TEAM

Thursday, January 9, 1992

Anderson, Karen

Bell, Tim

Blackall, Susan

Brandt, Warren

Dykema, Connie

Johnson, Wes

Koeller, Gary

McGaughy, Jeanine

McManus, Nancy

Ryser, Joel

Salisbury, Cedric

Schwab, Kenneth

Shelor, Brian

Slater, Mark

Sommers, Diane

ROCK ISLAND HIGH SCHOOL TEAM

Thursday, January 9, 1992

Ashpole, Barbara

Bihn, Janel

Breidenstein, G. Michael

Brown, Jim

Dennis, Joann

Glasgow, LaWaun J.

Janssens, Ron

Moline, Janet

Pohlman, C. Ellen

Quinlin, Joanne

Samuelson, Janet

Shaw, Ann

Wymore, Burt

STARS TEAM

Thursday, January 9, 1992

Azer, Edith

Johnson, Karen

Kerber, Kerry

Kinkead, Gordon

Lillis, Sheila

Masias, Kim

Verstraete, Gabe

Verstraete, Kay

Warthen, Judy

Wilkinson, Linda

UNITED TOWNSHIP HIGH SCHOOL TEAM

Thursday, January 9, 1992

Cornelius, Gordon

Eis, Loryann

Jorandby, Sharon

Killam, Carl

Marshall, Wayne A.

Pregracke, Gary B.

Samolitis, Jerry

Smith, Jim

Steinmetz, Dennis

Tyler, Ted

Watters, Robert C.

WESTERN ILLINOIS UNIVERSITY TEAM

Thursday, January 9, 1992

Barclay, Martha

Dirksen, Ralph

Harzman, Len

Leach, Mary M.

Motley, Robert J.

McWard, Larry

Sheikh, Dr. Nargis

Slater, Mary E.

Swisher, Marian

TALENTS UNLIMITED TO THE SECONDARY POWER WORKSHOP

Monday-Tuesday, January 27-28, 1992

1. Tom Acuff, Black Hawk College
2. Phyllis Ahlstraud, Rock Island High School
3. Dennis Arnold, Kewanee High School
4. Sandra Behensky, Rock Island High School
5. Tim Bell, Moline High School
6. Gwen Blucker, Black Hawk College
7. Marvin Damron, Kewanee High School
8. Connie Dykema, Moline High School
9. Bette Frazier, Mississippi Bend AEA
10. Ronald Fulton, Kewanee High School
11. LaWaun Glasgow, Rock Island High School
12. Karen Johnson, United Township High School
13. Kim Masias, Western Illinois University
14. Jan May, Kewanee High School
15. Barbara Morrison, Kewanee High School
16. Sue Schauenberg, Black Hawk College
17. James VanHootegem, Kewanee High School
18. Kay Verstraete, Western Illinois University
19. Judy Warthen, Western Illinois University
20. Sue Woods, Rock Island High School
21.
22.
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25.

TALENTS UNLIMITED TO THE SECONDARY POWER

Monday-Tuesday, February 17-18, 1992

1. Chris Anderson, Black Hawk College
2. Karen Anderson, Moline High School
3. Barb Ashpole, Rock Island High School
4. Michael Bell, Rock Island High School
5. Janel Bihn, Rock Island High School
6. G. Michael Breidenstein, Rock Island High School
7. Jim Brown, Rock Island High School
8. Amron Buchanon, Kewanee High School
9. Jim Condon, Rock Island High School
10. Joann Dennis, Rock Island High School
11. Mike Drefchinski, Black Hawk College
12. David Hoffstetter, Kewanee High School
13. Larry Lock, Kewanee High School
14. Karen McAvoy, Moline High School
15. Nancy McManus, Moline High School
16. Ellen Pohlman, Rock Island High School
17. Joanne Quinlin, Rock Island High School
18. Frank Ryner, Rock Island High School
19. Janet Samuelson, Rock Island High School
20. Sheila Wahe, Rock Island High School
21. Roger Wallace, Kewanee High School
22. Gary Wolber, Rock Island High School
23.
24.
25.

TALENTS UNLIMITED TO THE SECONDARY POWER WORKSHOP

Monday-Tuesday, March 16-17, 1992

1. Ford Brown, Kewanee High School
2. Dennis Carson, Western Illinois University
3. Lori Clancy, Moline High School
4. Gordon Cornelius, United Township High School
5. Loryann Eis, United Township High School
6. Chris Gustafson, Kewanee High School
7. Sharon Jorandby, United Township High School
8. Carl Killam, United Township High School
9. Gordon Kinkead, John Deere Harvester Works
10. Mike Kirkham, Kewanee High School
11. Sheila Lillis, Black Hawk College
12. Jeanine McGaughy, Moline High School
13. William McKee, Kewanee High School
14. Dennis Nelson, United Township High School
15. Gary Pregracke, United Township High School
16. Ronald Ryerson, United Township High School
17. Cedric Salisbury, Moline High School
18. Becky Sample, Moline High School
19. Brian Shelor, Moline High School
20. Mark Slater, Moline High School
21. Jim Smith, United Township High School
22. Diane Sommers, Moline High School
23. Dennis Steinmetz, United Township High School
24. Ted Tyler, United Township High School
25. Kenneth Vincent, Kewanee High School
26. Burt Wymore, Rock Island High School

TALENTS UNLIMITED TO THE SECONDARY POWER WORKSHOP

Monday-Tuesday, April 27-28, 1992

1. JoAnn Anderson, Kewanee High School
2. Norma Bato, Kewanee High School
3. Susan Blackall, Moline High School
4. Susan Bockewitz, Kewanee High School
5. Warren Brandt, Moline High School
6. Karen Cheesman-Glynn, Rock Island High School
7. Bob Grabbe, Kewanee High School
8. Christine Hobbs, Kewanee High School
9. Wes Johnson, Moline High School
10. Randy Lincoln, Rock Island High School
11. Angela Loeback, Rock Island High School
12. Wayne Marshall, Black Hawk College
13. Sharon McKavanagh, Rock Island High School
14. Janet Moline, Rock Island High School
15. Gary Pheiffer, Black Hawk College
16. Linda Pont, Kewanee High School
17. Larry Raasch, Black Hawk College
18. Ed Rebenar, Black Hawk College East
19. Joel Ryser, Moline High School
20. Jerry Samolitis, United Township High School
21. Shirley Shafer, Kewanee High School
22. Nargis Sheikh, Western Illinois University
23. Sandra Swafford, Moline High School
24. Marian Swisher, Western Illinois University
25. Dick Treat, Kewanee High School
26. Rob Watters, United Township High School
27. Pat Weaver, Moline High School

TALENTS UNLIMITED TO THE SECONDARY POWER WORKSHOP

Tuesday-Wednesday, August 11-12, 1992

1. Harry Arvanis, United Township High School
2. Darla Calvert, United Township High School
3. Renee Hughes, United Township High School
4. Gary Koeller, Moline High School
5. Roger Malcolm, Kewanee High School
6. Cathryn McCullough, Kewanee High School
7. Judy McDonald, United Township High School
8. Barb Montgomery, United Township High School
9. Joan Nelson, Moline High School
10. Mary Jane Nelson, United Township High School
11. JoAnn Nusbaum, Moline High School
12. Doris Oliver, Kewanee High School
13. Nancy Polios, United Township High School
14. Ruth Potter, United Township High School
15. Holly Schou, United Township High School
16. Janet Schwarz, Moline High School
17. Ann Shaw, Rock Island High School
18. Gabe Verstraete, Quad City/Tri-County Vo-Tech Region
19. Jennifer Wright, Rock Island High School
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TALENTS UNLIMITED TO THE SECONDARY POWER WORKSHOP

Thursday-Friday, August 13-14, 1992

1. Kathleen Anderson-Knight, United Township High School
2. Phil Beckman, Black Hawk College
3. Don Catton, United Township High School
4. Dea Conrad-Curry, United Township High School
5. Gale Francione, Black Hawk College
6. Judy Greer, United Township High School
7. Zilpha Grooms, United Township High School
8. Jane Hood, Neponset High School
9. Quinn Lonergan, United Township High School
10. Mildred Longbons, United Township High School
11. Samuel McCann, Rock Island High School
12. Dick Sellers, Rock Island High School
13. Brian Shelor, Moline High School
14. Michael Smith, Rock Island High School
15. Darcene Sutton, United Township High School
16. Nancy Swanson, United Township High School
17. Margaret Thomas, QC Academic Achievement Project, BHC
18. Les Truelsen, United Township High School
19. Carol Wardell, Wyoming High School
20. Kathie Womack, Quad City/Tri-County Vo-Tech Region
21.
22.
23.
24.
25.

Applied Math

Don Campbell

1. Dennis Arnold, Kewanee
2. Charles Austin, Rock Island
3. Warren Brandt, Moline
4. Wes Johnson, Moline
5. Roger Malcolm, Kewanee
6. Julie Marriott, United Township
7. Sam McCann, Rock Island
8. Nancy McManus, Moline
9. Frank Ryner, Rock Island
10. David Wood, Rock Island
11. Sue Woods, Rock Island

Automotive Physics

Tom Bridge

1. Jackie Fitzpatrick, Moline
2. Jim Welti, Kewanee
3. Gary Wolber, Rock Island
4. Burt Wymore, Rock Island

COMPUTER SOFTWARE TRAINING (WORDPERFECT)

Dr. Margaret Keenan

1. Sylvia Anderson, Moline High School
2. Kathleen Anderson-Knight, United Township High School
3. Warren Brandt, Moline High School
4. Alice Jacobs, Rock Island High School
5. Carl Killam, United Township High School
6. Georgia Kouris, United Township High School
7. Randy Lincoln, Rock Island High School
8. Mildred Longbons, United Township High School
9. Sharon McKavanagh, Rock Island High School
10. Joanne Quinlin, Rock Island High School
11. George Schnooberger, Moline High School
12. Brian Shelor, Moline High School
13. Helen Stiegel, United Township High School

INFORMAL GEOMETRY

Dr. Melfried Olson

1. Sam Mc Cann, Rock Island High School
2. David Smith, Rock Island High School
3. Michael Smith, Rock Island High School
4. Randy Verticchio, Rock Island High School
5. Jennifer Wright, Rock Island High School
6. Vic Walker, Rock Island High School

GRAPHIC CALCULATOR TRAINING

Dr. Gerald White

1. Dennis Arnold, Kewanee
2. Harry Arvanis, United Township
3. Charles Austin, Rock Island
4. Warren Brandt, Moline
5. Jim Brown, Rock Island
6. Ron Fulton, Kewanee
7. Gary Gellerman, United Township
8. Dave Hoffstetter, Kewanee
9. Wes Johnson, Moline
10. Nancy Krueger, Moline
11. Sam Mc Cann, Rock Island
12. Cathryn Mc Cullough, Kewanee
13. Nancy Mc Manus, Moline
14. Steve Morrison, Kewanee
15. Larry Ruggles, United Township
16. Frank Ryner, Rock Island
17. Brian Shelor, Moline
18. Patty Swanson, Moline

19. Roger Wallace, Kewanee

20. Jim Welti, Kewanee

21. David Wood, Rock Island

22. Sandra Swafford, Moline

23. Michael Smith, Rock Island

24. Joseph Van Houtte, Moline

25. Barbara Stark, Moline

INQUIRY BASED LEARNING

Dr. Kevin Finson

1. Dennis Arnold, Kewanee
2. Barbara Ashpole, Rock Island
3. Lori Clancy, Moline
4. Karon Mc Avoy, Moline
5. Cathryn Mc Cullough, Kewanee
6. Barb Montgomery, United Township
7. Mary Jane Nelson, United Township
8. Daniel Ottman, Riverdale
9. Ruth Potter, United Township
10. Joanne Quinlin, Rock Island
11. Ford Brown, Kewanee
12. Janet Moline, Rock Island
13. Marie Christian, RIHS Star Pride
14. Earl Walker, RIHS Star Pride
15. Diane Sommers, Moline
16. Jeanine Mc Gaughy, Moline
17. Becky Sample, Moline
18. Mary Anne Prichard, Moline

TECHNICAL WRITING

Margaret Keenan

1. Kathleen Anderson-Knight, United Township
2. Marie Christian, Rock Island High School Alternate
3. Dea Conrad-Curry, United Townshipp
4 Joann Dennis, Rock Island
5 Chris Gustafson, Kewanee
6. Linda Dont, Kewanee
7. Jo Nusbaun, Moline
8. Joan Nelson, Moline

BEGINNING PROGRAMMING

Doug Foster

1. Dennis Arnold, Kewanee High School
2. Susan Blake, Kewanee High School
3. Janel Bihn, Rock Island High School
4. Don Catton, United Township High School
5. Angela Loebach, Rock Island High School
6. Quinn Lonergan, United Township
7. Cathryn Mc Cullough, Kewanee High School
8. Sharon Mc Kavanagn, Rock Island High School
9. Mary Jane Nelson, United Township High School
10. Sandra Swaffor, Moline High School
11. Gabe Verstraete, United Township
12. Wes Johnson, Moline High School

APPENDIX A-4

TECH PREP

To: **Tech Prep Advocates**

From: **Karen Johnson and Gabe Verstraete**

Date: **March 20, 1992**

Subject: **Tech Prep Kick-Off Tours and Workday**
April 3, 1992, 7:45 a.m.-3:30 p.m.
United Township High School (UTHS)
1275 42nd Avenue, East Moline, Illinois

In order to heighten your awareness of the high school, community college, and business partnerships that can make Tech Prep work in our communities, you are invited to participate in a full day of activities including tours of John Deere Harvester, East Moline and the Product Development Plant in Silvis, keynote addresses, luncheon and small group workshop sessions. Registration, coffee and rolls and packet pick-up will take place at United Township High School. Enter through the gym doors at the southwest corner. For those unfamiliar with the UT campus, a map is enclosed with the appropriate entrance noted. Transportation for the tours will be provided with departures and returns at that same entrance. Ample parking will be available adjacent to that entrance.

Time	Activity
7:45-8:15	Registration, packet pick-up and continental breakfast at UTHS gym entrance
8:15-8:30	Travel by bus to concurrent sessions
8:30-10:00	Concurrent Session I *
10:00-10:15	Travel by bus to concurrent sessions
10:15-11:45	Concurrent Session II *
11:45-12:00	Travel by bus to UTHS
12:00-12:30	Box Lunch in UTHS Cafeteria
12:30-1:30	Keynote Addresses in UTHS Auditorium
1:30-1:45	Travel by bus to concurrent sessions
1:45-3:15	Concurrent Sessions III *
3:15-3:30	Travel back to UTHS from plants

*Concurrent Sessions:
- Harvester, East Moline
- Product Development Plant, Silvis
- Breakout sessions at UTHS

Concurrent Sessions

Plant Tours

1. **Tour of Deere Harvester, East Moline** and explanation of workforce skills issues and concerns. Harvester employs thousands of workers and produces harvesting and planting equipment as well as cylinders.

2. **Tour of Deere's Product Development Plant in Silvis**, a research facility that employs several hundred workers who focus on new product development and improvements. Because of the sensitive nature of this work, management asks that you leave your camera at home and stay out of areas designated as off-limits.

Breakout Sessions Facilitated by High School, Community College and Industrial Experts

3. **Applied Communications: New Curriculum Materials, Successful Teaching Techniques and Industry's Crying Need for Good Talkers and Writers:** Experienced industrial trainers and teachers will share materials, resources and success stories. Current vocational/technical, communications, language arts, English or any other teachers interested in improving the communications piece in their classroom can benefit from this session.

4. **Applied Mathematics: Making Numbers Kinder and Gentler:** Expert teachers and trainers will share curriculum, insights and anecdotes. You can learn how to teach job-related number skills that enhance your students' ability to understand and apply functional mathematics to solve problems in the world of work. Any teacher or counselor can benefit from demystifying numbers. Mathematical reasoning, estimating, measuring in English and metric, statistics, probability and logic are some of the topics that expand the traditional high school algebra and geometry presentations.

5. **Applied Science and Today's Technical Careers:** See the Principles of Technology (Physics), Applied Chemistry and Biology curriculum materials. Learn about teaching techniques that work and industry's need for workers with a practical, hands-on understanding of sciences. Vocational electronics or electro-mechanical teachers, drafting teachers, industrial arts, science and math teachers as well as anyone interested in learning about the way things work can benefit from this session.

6. **The Counselor's Role: A Crucial Tech Prep Player:** This interactive session allows counselors to identify the training, information and events necessary to heighten parent and student awareness of today's technical careers. Work with expert facilitators to map out a marketing and enrollment strategy, specify resources, and plan a timeline.

7. **The Teacher's Role: It's not just what you teach; it's how you teach it too!** Expert teachers and trainers share anecdotes and insights to encourage you to think through your own classroom presentations.

8. **Teams in Industry and in the Classroom:** Product Development Plant Trainers demonstrate how their Self-Regulating Work Groups get the job done more efficiently and effectively than the traditional lone rangers with supervisors. Learn how to prepare students for this new, collaborative work design.

9. **Articulating the Electro-Mechanical AAS Degree with the High School Curriculum:** Participation in this session is limited to high school core planning committee members and community college Electro-Mechanical teachers. Gabe Verstraete and Tom Lonergan will lead the discussion to help identify the necessary competencies and standards and decide which high school electives will deliver these skills. This group is scheduled **only once** for Concurrent Session III from 1:45-3:15 at UTHS.

10. **Quality at Work and at School:** Quality is an integral part of every workers' job at Harvester. Expert teachers and trainers will share their vision how to better prepare students and workers to succeed at that quality job.

11. **Planning for Change: Join this group and make the Tech Prep vision a reality for our communities.** This interactive session allows you to work through a structured process with gifted facilitators. Come prepared to contribute your insights on the goals for Tech Prep, map out resources, information and commitments, plan and sequence the steps necessary to achieve these goals, and identify possible problems or concerns. Input from the entire group of conference attendees will be integrated into this session.

Registration

Should you decide to accept this invitation, you need to pre-register as soon as possible but no later than **Friday, March 27**, by selecting your workshop and tour preferences. You may pre-register by phone, FAX or mail:

FAX - 752-1692

Phone - 752-1692

Mail - Gabe Verstraete
Tech Prep Coordinator
QC/TC Vo Tech Regions
1275 42nd Avenue
East Moline, Illinois 61244
Attention: Sue Van Watermeulen

Name: _____

School: _____

Day Phone: _____

Indicate the name and number of each session you would like to attend. Please print clearly.

Session # & Times	1st Choice Number	1st Choice Title	2nd Choice Number	2nd Choice Title
Session I 8:30-10:00 a.m.	___	_____	___	_____
Session II 10:15-11:45 a.m.	___	_____	___	_____
Session III 1:45-3:15 p.m.	___	_____	___	_____

APPENDIX A–5

STARS FOR THE FUTURE: SCIENTIFIC LITERACY AND TECH PREP

A conference to address scientific literacy and tech prep programs and their impact on the workforce of tomorrow.

DATE: March 23, 1992
TIME: 8:30 a.m. to 3:00 p.m.
PLACE: Holiday Inn, Moline, Illinois

Keynote Address: **"Putting the Pieces Together: Scientific Literacy and Systemic Change"**
Lynne Haeffele, Supervisor,
Center on Scientific Literacy,
Illinois State Board of Education

Small group sessions:

Preparing a World Class Workforce
Successful Science Literacy Programs
Talents Unlimited to the Secondary Power
Software Applications for Scientific Literacy
Applied Approaches to Biology and Chemistry
Balancing Process and Content
Writing a Scientific Literacy Grant
Ag Science Curriculum Accepted by Colleges & Universities

REGISTRATION FEE: $45

Conference Sponsors:

Western Illinois University: STARS Project (Scientific Techniques Applied to Real Situations)
Illinois State Board of Education: Department of Adult, Vocational, and Technical Education and Center on Scientific Literacy
Quad City/Tri-County Education for Employment System

For further information:

Contact Western Illinois University's Rock Island Regional Undergraduate Center (RIRUC) at 309/792-5330.

APPENDIX A-6

Western Illinois University
Black Hawk College
&
Quad City/Tri-City Vocational Region
Present

THE CHALLENGE OF THE 1990s: TECH PREP

A conference designed for those developing and implementing tech prep programs in their schools

DATE: November 4, 1991
TIME: 8:30 a.m. to 3:00 p.m.
PLACE: Holiday Inn, Moline, Illinois

Keynote address: "Changes and Challenges in Education"

Dr. Richard Jones
Director of Occupational Education Instruction
New York State Education Department

Small group sessions:

- Tech Prep: Lifeline to a Quality Workforce
- A Look at Illinois Tech Prep Programs
- Science and Math in a Changing Workplace
- Scientific Literacy: STARS in the Classroom
- Building a Strong Tech Prep Team
- Business & Education: Partners in Action

Meet the challenge of preparing students for the future workforce!

Registration Fee: $55

For further information, call 309/792-5330

APPENDIX A-7

End of Year Report for United Township High School
Submitted by Jerry Tomolitis
Date May 1, 1992

Please address each item.

I. How have you built awareness of and support for the Tech Prep Initiative in the following areas?

A. Board of Education

see attached

B. School Administration

see attached

C. School Faculty and Counseling Staff

see attached

D. Students and Parents

see attached

E. Business and Industry

see attached

II. How have you addressed the decision elements in the planning phase of the Blueprint for Action? From my extensive reading on tech prep, particularly "Tech Prep Associate Degree", I feel I have a good understanding of how all the various ingredients fit together. Therefore, although I didn't frequently refer to the Blueprint for Action, I feel that all of the elements were addressed. Within any school system there will be factors that slow down the change-process. At our school they include things like curriculum committees, administrative attitudes, and an aging staff that can be very resistant to change.

A. Team building activities Our local design team attended a team building workshop conducted by Susan Scott and Assoc. myself and our school principal attended an additional day.

B. What reports have been read and activities completed to develop awareness of the needs of a technical workforce? The main reports have included the following: Dr. Daggetts "Identifying the skills needed for success in the workplace"
Parnells "the neglected majority"
Parnell & Hull "Tech Prep associate Degree"
Dacum- matrix of occupational competencies"
SCANS report for America 2000

C. What activities have been planned or completed to improve curriculum? Our local design team includes division chairpersons. These people also sit on our schools curriculum committee. Changing curriculum is a laborious task. I believe our Division Chairpersons will strive towards modifications in our existing program that are tech Prep appropriate.

D. What revisions are planned or completed to revise student handbooks and course descriptions? Handbooks for this year included two additions alluding to tech Prep. One page was devoted to a tech prep recommended core of courses. Our handbooks for next year is being revised more extensively and will have a comprehensive career planning section in the front of the books.

E. What courses/programs are planned for field testing/implementation next year? see attached

1. List courses with projected enrollment figures for next year.

see attached

2. Briefly describe the changes planned in the above courses.

Our school, as a resource, has purchased three applied academic packages offered through the Center for Occupational Research and Development in Waco, Texas. They include applied math, applied communication and applied technology. Our division chairpeople and certain selected faculty, particularly math and science people, have been asked to review these and then incorporate concepts into their existing classes.

III. What inservice activities related to Tech Prep have your staff participated during in the past year? Please list the activity and number of people involved.

STARS - Scientific Literacy and Tech Prep - 8 people
the Challenge of the 1990's: Tech Prep - 12 people who are members of our local design team
Talents Unlimited - w/Carol Schlicter - 12 people with 16 more participating this summer
"Learning Community" - Wordperfect - 4 people
Some of our Special Ed people have attended a tech Prep type of program.

IV. What are your specific concerns regarding the implementation of a Tech Prep curriculum at your school next year?

I would like to see a stronger commitment from our administration. Although they verbalize support, they are also saying that it will be individual teachers making this go. We are sorta of waiting for a ground swell demand from faculty. Considering that most of our staff have been teaching for approximately 20 years, change does not come easy.

To conclude, I would have to say that I'm sure to have missed some tech Prep related activities at this school. Part of my concern for the future is the need for an organized effort.

1. Building awareness and support for Tech Prep

A. Board of Education - the board was invited to attend a speech by Dr. Willard Daggett. Three attended. the invitation included a position statement about the need for tech Prep particularly in the Quad Cities. Several board members were in attendance at a parent advisory committee meeting where I gave a presentation about Tech Prep.

B. School Administration - Our principal has been an active member of the local design team for Tech Prep I had a private conference with our superintendent to share all information available about tech Prep at that time and also to present a specific plan for our school. I have spoken privately on several occasions with three of our assistant principals.

C. School faculty and counseling staff. Eleven faculty members have participated on the local design team for tech Prep including four division Chairpersons and one counselor plus myself.

As a counselor I have provided information and literature as I became aware, including excerpts from books "the Neglected Majority" and "Tech Prep Associate Degree", to my fellow counselors. Two members of our guidance staff participated in my inservice group on our recent Tech Prep institute day. Another of our counselors is liason to John Deere for their shadowing program.

I have had a conference with the president of our teachers association regarding Tech Prep and have sent out three bulletins advertising Tech Prep happenings, always trying to include a message about Tech Prep philosophy.

D. Students and Parents

Two new inserts were included in our course planning guide, which all of our students receive, regarding Tech Prep. It is always suggested that parents read the guide also. These inserts provide

the counselor the opportunity to give a Tech Prep message in group planning sessions with students.

I gave a personal message about Tech Prep to a districtwide meeting of 8th grade parents and might add that the message was applauded. I have spoken on one occasion to our parent advisory committee for our school.

We have included a Tech Prep description in one of our Guidance Hotline newsletters which are mailed to all parents.

When we invited our 9th grade parents to participate in test interpretation sessions for interest, ability and values we attached a "Planning for the future brochure".

In conjuction with Black Hawk College many of our students participated in a career day called "Find Out First Hand.

There has been at least two major newspaper articles

about tech Prep quoting members of our United township staff.

E. Business and Industry

We have been very fortunate in this area to have the support of the John Deere Company. It's almost like they have read the books on tech Prep and understand exactly what the role of industry should be. There exists a Deere / UT partnership providing a number of resources to include: opportunity for shadowing, resource people for information, acknowledgements of outstanding students and teachers, in general, help however they can.

Our local Chamber of Commerce and John Deere will also be providing diploma endorsements for those students who meet certain criteria upon graduation. These criteria include academic achievement, attendance and behavior standards.

Deere has provided us with speakers to discuss "Choices" a career guidance presentation which we conducted through our math classes.

E. What courses / programs are planned for field testing / implementation next year?

We have no absolutely new courses for next fall. Our principal has stated that he sees us modifying existing courses. To that end I see Tech Prep-applied Academics concepts being integrated into the following courses:

1. Math I + II - which already contain many applied math concepts
2. General Algebra I + II
3. General Geometry
4. General Chemistry
5. General Physics - already similar to Applied technology

6. We have one teacher (in part due to a college class assignment) writing curriculum for a Technical Writing unit
7. Communication technology
8. Production technology
9. Energy Utilization
10. Introduction to Computers
11. Applied Economics
12. Biotechnology
13. Media Productions
14. Some inclusion in Home Ec from the participation of S. Jorandby teacher, on our local design team
15. Introduction to Health Occupations

I see us most lacking in the addition of Applied Communication concepts into our English program. However, by the end of this summer 24 of our teachers will have participated in Talents Unlimited. If they all cooperate and "teach" the talents it can have a ripple effect and help students to problem solve and in a way better communicate

E.

1. List courses with projected enrollment figures for next year

1. Math I - 108
2. Math II 134
3. Gen alg I 220
4 Gen alg II 163
5. Gen Geom. 64
6. Gen Chem 92
7. Gen Physics 53
8. Communication Tech 61
9. Production Tech 105
10. Energy Utilization 25
11. Intro to Computers 363
12. Applied Economics 33
13. Biotechnology 66
14. Media Productions 22
15. Intro to Health Occup. 76

UNITED TOWNSHIP LOCAL DESIGN TEAM MEETING

Wednesday, November 20 - 1:45 p.m.

AGENDA

I. Request for leave forms - change to Tech Prep

II. Dr. Kerry Kerber and Judy Warthen --
STARS Grant

AS TIME PERMITS THE FOLLOWING ---

III. Comments about Nov. 4 Tech Preg Conference

IV. Invitation to parents regarding COPSystem interpretation

V. Course Planning Guide modification

VI. L. Eis involvement with Rock Island High School development of new Geometry course

VII. Exploring follow-up studies of graduates - potential costs

VIII. Spreading the Gospel

IX. Other

X. Next Meeting Date T.B.A.

UNITED TOWNSHIP LOCAL DESIGN TEAM FOR TECH PREP

Next Meeting Date - Wednesday, Feb. 26
7:00-8:00 A.M. in the Board Room
Donuts, Coffee & Juice Provided

AGENDA

I. Reminder - Talents Unlimited Workshops

II. Stars for the Future - Scientific Literacy and Tech Prep
March 23, 1992 Conference

III. Applied Academics - Facts and Principles
a review of current data

IV. U.T. Course Planning Guide Revision

V. Career Guidance

VI. STARS - Development of "Learning Communities"

VII. Other

VIII. Next Meeting Date

UNITED TOWNSHIP LOCAL DESIGN TEAM FOR TECH PREP

Next Meeting Date - Wednesday, March 4
7:00 - 8:00 A.M. in the Board Room
Rolls, Coffee & Juice Provided

The dilemma a one hour session presents is a limitation of your valuable input. This next session is for that purpose. Attached is a copy of the Daggett report mentioned in the February 26 meeting. Please review all the data you have, particularly about applied academics. I welcome any questions prior to the next meeting date.

J. Samolitis

AGENDA

I. "Find Out First Hand" brief report by Rob Watters of this February 26 activity

II. How can we make it happen -- starting the process of change

III. Use of Tech Prep funds for your equipment needs - bring specific request

IV. STARS - Development of "Learning Communities" - your specific thoughts on faculty retraining experiences

V. Next Meeting Date

UNITED TOWNSHIP LOCAL DESIGN TEAM FOR TECH PREP

Next Meeting Date - Wednesday, April 29
7:00 - 8:00 a.m. in the Board Room
(cookies, coffee & juice provided)

AGENDA

I. Carol Schlichter - Technical Assistance

II. Institute Days - John Deere Tours

III. Daggett Tape

IV. John Deere Shadowing Program - brief comments by G. Cornelius

V. Q.C. Chamber of Commerce - J.D. Harvester Diploma Endorsements

VI. Tech Prep Network Newsletter - Applied Academics creates attendance problem!

VII. Inviting a Board Member to join Local Design Team

A. Tech Prep as a board goal

VIII. Designation of Courses as Tech Prep

IX. End of the Year Report

X. Other

XI. Next Meeting Date

A Matter of Pride

UNITED TOWNSHIP HIGH SCHOOL DISTRICT #30

1275 - 42nd Avenue
East Moline, Illinois 61244-4100
North Campus 309/752-1664
South Campus 309/752-1633
Area Vocational Center 309/752-1691

R. C. Whitlock, Ed.D., Superintendent

18 February 1992

As part of the educational reform movement and specifically Tech Prep, I respectfully submit the following suggestions for consideration at United Township High School.

1) Every staff member should view the video of Dr. Daggett's presentation on "Educating Our Students for Success in the 21st Century". It sets the mood and focus for the need for educational reform.

2) If we subscribe to Daggett and don't intend to splinter our existing curriculum, then we need to integrate the recommended applied academics into our existing program and make efforts in some of our electives to become outcome based.

   A) L. Eis and J. Smith need to review the applied academic programs we presently have available for math and communication and report on the integration of same into our existing curriculum.

3) Faculty retraining in outcome based activities should be encouraged. Funds are available through the STARS grant. I see particular values in those experiences that show faculty how what they're teaching applies to the "real world".

4) We need an organized career guidance effort that begins in 7th grade and continues throughout the high school experience. The use of computers should be used for information dissemination however possible.

5) Our course planning guide needs revamping. March 5 is an initial meeting for that process. We need an emphasis on career paths with appropriate course involvement. For example, general physics should be a recommended part of the auto mechanics sequence.

6) We have a need for a Tech Prep coordinator. Possibly an administrator assigned to oversee, and acts as a kind of clearinghouse for all the activities that are Tech Prep related; the John Deere partnership, Choices, the Chamber awards, etc.

7) School activities that are indicators of high expectations should be encouraged. Les Truelsen's "biology student of the week" is a good example.

8) We need to do follow-up studies of our graduates. What is happening in the job market is very unpredictable and follow-up information would aid in our career guidance effort.

A school administrator with secretarial assist and a counselor should be assigned the responsibility.

J. Smolitis, Design Team Chairman for Tech Prep

THE COUNSELORS ROLE IN TECH PREP

J. Samolitis - Facilitator
Phone # at U.T. 752-1673

I. Introductions

II. Making yourself an "Expert"

- a. Sources of knowledge
- b. Handout - Q.C. perspective with example from Daggett & Parnell

III. Realistic expectations for change in our vocational region

- a. Direction of United Township High School
  - 1. Discuss Applied Academics Program

IV. Examples from other schools

- a. St. Mary's County Public Schools, Maryland
- b. Pendleton, South Carolina
  - 1. Career Bound - Course Planning Guide

V. Career Guidance

- a. One Week - 8th grade session
- b. COPsystem - Leaders Guide
- c. Pickens County Career Flow Chart
- d. Technical Education Counselors Associates
- e. Watkins Occupational Literacy Test

VI. Articulating with Black Hawk College

TECH PREP

TECH PREP (Technical Preparation) represents an educational path that combines college preparatory coursework with a technical concentration of courses selected from those traditionally identified as general/careers. It is designed to provide the student with strong academic and technical skills plus the process skills identified by business and industry as important in the workplace of the future.

ADDITIONS TO OUR PRESENT COURSE PLANNING GUIDE USED FOR 92-93 PLANNING

TECH PREP

The TECH PREP (Technical Preparation) program is a course of study designed to meet the need for high school graduates to have more technically oriented educational backgrounds. The good jobs of today and tomorrow are based on high technology, advanced communications, and service occupations. Through a blending of higher level academic and technical cources, TECH PREP prepares students for the advanced courses required by two-year technical and community colleges.

There are three major educational paths in TECH PREP: Management, Production/Manufacturing and Health/Human Services. Each area requires students to take a core of courses including the following:

- 3½ years of regular or pre-college English - to include ½ year (1 semester) of a communication course from speech, journalism, communication technology or radio TV speech;
- 2 years of regular or pre-college algebra and geometry;
- 2 years of laboratory sciences to include regular or pre-college biology with regular or pre-college chemistry or physics recommended in addition;
- ½ year (1 semester) of introduction to computers with competency in keyboarding as a prerequiste;
- 2 semesters of technical careers introduction/orientation courses such as production technology, communication technology, energy utilization or introduction to health occupations;
- 4 semesters of vocational technical concentration classes selected to enhance individual career goals;
- social studies as required for graduation;
- PE and health as required for graduation;
- additional electives as possible to strengthen preparation.

Black Hawk
COLLEGE
6600 34th Avenue
Moline, Illinois 61265-5899
(309) 796-1311
FAX (309) 792-5976

FIND OUT FIRST HAND

AGENDA

9:30	Students arrive at Bldg. 3, gymnasium 1. Welcome and instructions 2. Hand out packets
9:45	Keynote address - Dick Moore, John Deere Harvester Works, Director of Personnel
10:15-10:35 10:40-11:00 11:05-11:25	Students attend 2 of 7 BHC career area presentations and Job Fair
	1. Health Related Career Programs 2. Business Related Career Programs 3. Law Enforcement 4. Child Development 5. Applied Science and Technology Career Programs 6. Office Careers and Computer Information Processing Programs 7. Hotel/Motel Management and Culinary Arts
11:30-11:50	Guided Imagery, Evaluation and Closure
12:00	Students ready to return to home schools

Equal Opportunity in admissions, employment, and programming

SPECIAL ANNOUNCEMENT

TO: All persons affiliated with United Township High School

FROM: Local Design Team for Tech Prep ---
G. Cornelius, R. Watters, L. Eis, R. Ryerson, J. Smith, C. Killiam,
S. Jorandby, T. Tyler, D. Steinmetz, J. Samolitis, D. Nelson,
G. Pregracke, Wayne Marshal-Black Hawk College, Gabe Verstraete

On Monday evening, January 6 at 7 p.m. in the Deere Administrative Center Auditorium, we have the exceptional opportunity to hear Willard R. Daggett, PhD. speak on "Educating Our Students for Success in the 21st Century". Dr. Daggett is known nationally for the leadership role he has assumed in educational reform. All members of your Local Design Team for Tech Prep have listened to an audio cassette of one of his speechs. We highly recommend him based on his ability to state clearly, with examples, what the educational needs of young people will be based on what is currently happening in the workplace plus what is forecast for the future.

Why should we all attend? Let us first provide a Quad Cities' perspective and then give you some examples from Daggett and others about the changing workforce. Here in the Quad Cities we have lost approximately 30,000 manufacturing jobs. The 2,000,000 sq. ft. International Harvester plant sits vacant in Rock Island. Our children had to leave the area in their job searches. We are about to lose jobs at the Rock Island Arsenal. John Deere is shutting down its foundry in Silvis. We all know recent college graduates who can't get jobs. For all the "downsizing" in manufacturing the economic climate in the Quad Cities is fairly positive. What happened? What's in store for the future. Richard Klein, manager of Deere Harvester reports that Harvester hasn't hired anyone for the last 10 years. The average age of their workforce is 47. He predicts hiring within 4 or 5 years along the following guidelines. There will be much assessment, up to 30 hours. The assessment will include having them participate in small group interaction. They will need a minimum of a high school diploma and be able to show proficiency in reading, writing, and math. Other Deere reps have talked of chemistry and physics. Klein sees 2 to 4 year college degree people working in the shop. Deere is moving towards the "cell" concept where 6 to 8 employees know each others job and make decisions about the function of their group. Diamond Star in Bloomington is already doing assessing and using cells for their "work associates", the future term for employees. Alcoa is now hiring 2 year college degree people in the shop. Finally, here in the Quad Cities many manufacturing jobs have been replaced with service jobs, and jobs in communication. Riverboat gambling and hotel-motel staffings have helped considerably.

Looking at the national and international scene we are aware that we have become part of a "global economy" due to advancement in transportation and communication. What are the implications when 80 percent of the worlds' workers earn an average of 50 cents per hour. Ford Motor Company's highest quality plant has been in Mexico where the average wages are $2.30 per hour. Is it any wonder why Caterpillar wants to pull out of Peoria and move to Tennessee where they can pay $7.00 per hour in order to compete in this world market. Only 14 of 500 major companies made money in the first quarter of 1991. Let us not forget also with this global economy that in the 1960's made in Japan, Hong Kong, or Taiwan indicated poor quality. Things have changed.

(over)

As you might guess we could list pages of recent technological advances. Instead, we offer only one. In 1980 auto mechanics were listening, touching, and in general using their senses to diagnose. In 1990 they are dealing with microprocessors, computer circuits, etc. They need diagnostic equipment. In 1982 the General Motors repair manual was 300 pages. In 1990 the manual was 476,000 pages accessed by computer.

Schools are better in 1991 than 1980. We have developed new programs. Our nation is focused on education. The problem is that society is changing 4 to 5 times faster. Tech Prep is one concept attempting to close the gap. The Carnegie Foundation tried to determine the ability to read manuals, mainly for the VCR. The age group found most capable was 10-12 year olds, who were better than 18 year olds, unless the 18 year old had dropped out of school. College graduates, particularly with Masters Degrees, were the worst. The results were a function of how we are taught to read, mostly for literacy. Will Rogers once said "Even when you're on the right track, you'll get run over if you just sit there".

Dale Parnell in his book "The Neglected Majority" (a must reading for all educators) says that too many young people are receiving an unfocused general education and that unfocused learning remains one of the prime barriers to achieving excellence for a host of high school students. He says that educators have a heavy responsibility to help students see meaning in their educational program. If students are to be motivated to learn, they must know why they are learning, how this learning connects with other learning, and where this learning relates to real life. If we want instructors to be motivated to teach, administrators motivated to lead, school-board members motivated to develop wise policies, and the public motivated to support our schools, we must pay unrelenting attention to purposes. We all shoot straighter when we can see the target. Isn't it a sad commentary that according to one study - that many young people experience a significant increase in self-esteem two or three years after they leave high school? Think about your own children. Ask them about their feelings. "Having a goal, meeting a challenge, and being pushed to one's limit are what build self-esteem."

After the Chicago Bears lost two football games in a row recently, the sports pages were full of quotes from their star athletes. "I wasn't focused", We need to focus", "I've got to focus". We think there is a lesson within these words for all of us as educators and parents. If most of our staff, both certified and non certified, administrators and school board attend the Daggett presentation we have an opportunity to have a common focus from which we can do better things than we are presently doing. The John Deere Auditorium seats 400 on a first come first served basis. If 25 percent of the seats were taken by U.T. participants it would be fantastic. Daggett suggests that we need to envision programs as we would want them for our own children. Becoming informed and focused is the first step.

End of Year Report for Kewanee
Submitted by Mr. Damron/Mr. Wohrley
Date May 12, 1992

Please address each item.

I. How have you built awareness of and support for the Tech Prep initiative in the following areas?

A. Board of Education - Made announcements regarding Tech Prep at each Board Meeting explaining purposes, directions, activities, and what is happening regarding Tech Prep in Kewanee High School.

B. School Administration - KHS Principal and Vocational Director are working very closely with the Tech Prep Design Team by leading it. High School Principal has made a presentation to the Black Hawk Junior College Board of Trustees. The Superintendent is informed of each activity regarding Tech Prep.

C. School Faculty and Counseling Staff - Three faculty meetings have been devoted entirely to the Tech Prep Program.

D. Students and Parents - We are trying to get our act together as a faculty before we start working directly with students and parents. We hope this will be done during the next school year. Students in certain classes have felt the effect of Tech Prep, particularly Biological Science (25), English III Comp (40), Computer Aided Drafting (10), Geometry (90), Chemistry (80), and Algebra II (60).

E. Business and Industry - The Kewanee Chamber of Commerce has an Education Committee. One of the objectives for 1992 is to help implement Tech Prep in the local high schools and inform community business and industry people regarding the Tech Prep Program. Monthly meetings have been held since January and Tech Prep is always on the agenda. Much discussion is taking place regarding implementing the program. Representatives from Black Hawk East, the Vice President, Wethersfield Schools, Kewanee High School, Compaction America, and Martin Engineering are on the committee. The Chamber of Commerce has weekly coffee meetings where Tech Prep has been discussed by a presentation from the High School Principal.

II. How have you addressed the decision elements in the planning phase of the Blueprint for Action?

A. **Team building activities** - Ten staff members from KHS attended STARS Grant Team Building Conference presented in early January. Since then team building has been discussed and handouts have been used regarding Team Building.

B. **What reports have been read and activities completed to develop awareness of the needs of a technical workforce?** Staff members and board members have attended the satellite presentation on Tech Prep: Partnerships for Tomorrow, presented April 21, 1992. This was in cooperation with Lt. Gov. Kustra's Rural Affairs Council, the Illinois Rural Institute, Western Illinois University College of Education and Satellite Education Network. The same group attended the program sponsored by the same group on Conversations on the Future..Societal Trends and Educational Issues presented by satellite on February 19 featuring Bill Banach, a program about the future. Several staff members attended the Daggett Presentation at John Deere Auditorium in early January. The entire staff has been given copies of

C. **What activities have been planned or completed to improve curriculum?** (Over)
A proposed Tech Prep curriculum has been passed out to the Tech Prep Design Team to show a sequence of courses and they are turning those back with their suggestions. However, the main emphasis has been to work with individual teachers to change their course content to make it more real and practical for students. This has been done through discussions, reading, and studying Tech Prep plus providing workshops in Coop Learning, Team Building, Talents Unlimited, and Peer Coaching.

D. **What revisions are planned or completed to revise student handbooks and course descriptions?** As mentioned in C above, we have passed out a proposed curriculum and the teachers are now turning those back in so we can list courses in sequence for given areas that will match up with college courses in these areas. New descriptions will be written for high school courses.

E. **What courses/programs are planned for field testing/implementation next year?** New courses will include U. S. History, Physics, Applied Economics (Business Ownership & Management), Computer Concepts, Technical Writing in the "B" Section English classes.

1. **List courses with projected enrollment figures for next year.**

U. S. History - 150
Physics - 45
Applied Economics - 40
Computer Concepts - 70
Technical Writing - 100

2. **Briefly describe the changes planned in the above courses.**

English III B will have more computer writing and technical reading and writing included in the curriculum. U. S. History will be using Coop Learning extensively. Physics will have more practical applications brought before the students. Applied Economics will have no real change since it is already a very practical class since it became a part of the Junior Achievement Program. Computer Concepts will have more demonstrations and relations shown to the working world. Computer Aided Drafting will have state of the art IBM computers used for drafting. Geometry will have practical applications for problems given by the instructor along with much Cooperative Learning taking place. Chemistry will have practical applications of chemical reactions taught by the teacher plus Coop Learning and Talents Unlimited. Algebra II the teacher will demonstrate real situations where the algebraic formulas will be used. Biological Science is set up through the Ag Department and is already very practical and will be taught the same with minor changes to adjust to more situations.

III. **What inservice activities related to Tech Prep have your staff participated during in the past year? Please list the activity and number of people involved.**

The Head Counselor attended the National Tech Prep Meeting in Dallas, TX. The Chemistry Teacher attended an Evaluation Testing Meeting hosted by the Southeast Association of Colleges and Schools which several Tech Prep officials attended from this region. Twenty one faculty members have participated in conferences to learn about Cooperative Learning. Twenty five staff members participated in conferences regarding Talents Unlimited. Seventeen faculty members are working on Peer Coaching to help each other change their classes. The Tech Prep Design Team, made up of sixteen people, has met six times during the school year to work on curriculum.

IV. **What are your specific concerns regarding the implementation of a Tech Prep curriculum at your school next year?**

1. We wanted to provide stipends to staff members to work on curriculum this summer but the money in our budget was not given to us as requested.
2. Getting staff members more interested in Tech Prep. There has been great progress this year and we hope it continues.
3. Getting the community informed.
4. Setting up a time schedule and working through it in a systematic and organized way to implement the program.

End of Year Report for Moline High School
Submitted by Brian Shelor
Date May 1, 1992

Please address <u>each</u> item.

I. How have you built awareness of and support for the Tech Prep initiative in the following areas?

A. Board of Education

Our board has had a presentation by Gordon Kinkead of the Tech Prep concept. One board member has agreed to be on our local planning team.

B. School Administration

The principal and high school dean along with two counselors are a part of our local planning team. Our superintendent is retiring this year so an early effort will be made to inform the new superintendent.

C. School Faculty and Counseling Staff

By inservice--Mrytle Stogner--and various workshops during the year the staff is involved. We have made a broad representation on our team by including departments such as art, social studies, and audiovisual staff. The STARS workshops have been very helpful.

D. Students and Parents

This is the weak area at our site. Due to the early deadline for curriculum changes (November), we will not be addressing this issue in earnest until next year when our student curriculum guide is complete with our Tech Prep model.

E. Business and Industry

We have teacher for a day business partnership with Deere & Company. We also have advisory boards which gives us constant input besides the dacum that was developed through the regional planning team.

II. How have you addressed the decision elements in the planning phase of the Blueprint for Action?

A. Team building activities

Our local planning team attended the Team Building Workshop at Blackhawk college which was sponored through STARS. We have added a co-lead teacher in our buliding from the English department for next year which should present a more unified image to the entire staff that this is a joint effort of the vocational and academic areas.

B. What reports have been read and activities completed to develop awareness of the needs of a technical workforce?

Workforce 2000 have been very valuable. The AVA publication, Vocational Education Journal has also had many helpful ariticles on tech prep and the integration of academic and vocational areas.

C. What activities have been planned or completed to improve curriculum?

Most of our local planning team meetings have been developing a tech prep curriculum model. From this, we plan to create a few new courses; but, more realistically for Moline is the implementation of tech prep concepts into existing courses. We have listed thiese concepts with our model and plan some inservice workships next year on several of them. the STARS Talent Unlimited workshops this year are addressing some of them.

D. What revisions are planned or completed to revise student handbooks and course descriptions?

The new student handbook and curriculum guide will have the tech prep model explained. It will also show how students will have flexibility from moving between the college prep and tech prep track through their sophomore year. After their sophomore year, we will be asking students to make a choice between the two tracks.

E. What courses/programs are planned for field testing/implementation next year?

1. List courses with projected enrollment figures for next year.

Physics--300 in physics, there will be implementation of physics, math, and industrial technology. This is a result of team teaching the course this year with teachers from all three departments.
Computer Applications--IBM will be taught on an individual basis only next year until the course can be taught on a pilot basis.
The business and English departments are developing a new communication course which will be turn taught between the two departments. This course will be implemented during the 1993-94 school year with about 60 or more students.

2. Briefly describe the changes planned in the above courses.

The physics class will be choosing the most successful units from their trial period and building on them further. The class will be taught by a science teacher. It is hoped that a 2-hour course could be developed in the future that would give part science, math, and technolgy credit. Only science credit is given currently. The Algebra classes are using the calculators purchased with tech prep money in many more areas than originally planned. The English and business department is developing a new communications course that will include oral and written communication with up-to-date technology. This course will be given English credit and be offered to juniors and seniors as an elective. It will be taught by an English teacher and a business teacher. Woodworking is also having input from the English department on developing changes in curriculum.

III. What inservice activities related to Tech Prep have your staff participated during in the past year? Please list the activity and number of people involved.

Tech Prep Conference 10/24	Moline, Illinois	14 teachers
Tech Prep Inservice 11/14	Moline High	158 teachers
Tech Prep Conference 11/27	Moline, Illinois	18 teachers
Tech Prep Conference	North Carolina	1 teacher
Tech Prep Conference	Texas	1 teacher
ASCD Leadership Conference	California	1 teacher
Word Processing Workshop	Moline High	8 teachers
STARS Talents Unlimited	Blackhawk College	20 teachers
STARS Wordperfect Workshop	Blackhawk College	4 teachers

IV. What are your specific concerns regarding the implementation of a Tech Prep curriculum at your school next year?

Our biggest concern is how to overcome the college entrance requirements and the impact that they have on so many parents that plan on sending their chidlren to college--even if the child will not succeed in college. We need a committment from students during their junior year whether they plan on the tech prep or college prep track. Along with this concern is the fear that many new courses with a tech prep emphasis will not meet the college entrance requirements.

End of Year Report for Rock Island High School
Submitted by Joanne Quinlin and LaWaun J. Glasgow
Date April 30, 1992

Please address each item.

I. How have you built awareness of and support for the Tech Prep initiative in the following areas?

A. Board of Education

A presentation of the Tech Prep initiative is scheduled to be made to the Rock Island School Board, May 26, 1992. Teachers, parents and students will assist in the presentation

B. School Administration

Met with Jim Davis, VoTech Adm., to inform and update progress A joint meeting with Dr. Willis, Supt. of Schools, and the Lead teachers was held April 21, to discuss further guidance.

C. School Faculty and Counseling Staff

The counseling staff viewed the Daggett tape, many attended lecture at John Deere, and personal staff contacts were made. Teachers attended the Talents workshops. Monthly bulletins circulated to the staff. Attendance at the Stogner presentation.

D. Students and Parents

Lead teachers visited the Jr. Highs to inform staff and students (eight graders) aboutt he Tech Prep initiative. Parents visited the pilot classrooms and participated in individual projects.

E. Business and Industry

Several staff members will be involved in the (summer) Learning Communities consisting of secondary, post secondary, and business/industries.

II. How have you addressed the decision elements in the planning phase of the Blueprint for Action?

A. Team building activities

The Design team attended the Teambuilding Workshops by STARS at Black Hawk College.

B. What reports have been read and activities completed to develop awareness of the needs of a technical workforce?

Bi-monthly Tech Prep bulletins distributed;
ASCD publications read and shared;
Labor Union reports read;
Daggett's report read and distributed;
Preliminary plans have been made to combine Workforce 2000 (K-8) with Tech Prep (9-12) (a need to create technical awareness and training was recognized)

C. What activities have been planned or completed to improve curriculum?

Approximately 23 staff members have attended the Talents Unlimited workshops;
Many will attend the STARS Learning Communities;
Dick Treat presented the AgriTech curriculum to the staff;
Continuous progress in the training of the staff in mapping, and Outcome Based Education which supports the initiative.

D. What revisions are planned or completed to revise student handbooks and course descriptions?

A definition of Tech Prep and the core curriculum was stated in the Rock Island High School Course Handbook (course descriptions listed in E).

E. What courses/programs are planned for field testing/implementation next year?

Food Science
Automotive-Physics
Entrepreneurship/Principles of Economics

1. List courses with projected enrollment figures for next year.

Food Science - 18
Automotive-Physics - 25
Entrepreneurship/Principles of Economics - 25

2. Briefly describe the changes planned in the above courses.

No changes due to the new courses for 1992-93.

III. What inservice activities related to Tech Prep have your staff participated during in the past year? Please list the activity and number of people involved.

Talents Unlimited workshops - 25 attended
University of Illinois Bio-Tech symposium - 1 attended
UNI PhysMaTech- integrating curriculum - attended by 2
Scientific Literacy conference - 2 attended
Dick Treat, AgriTech - 8 attended
Dr. W. Daggett lecture - 12 attended plus viewing of the VHS tape by several staff members
Teambuilding workshops - 14 attended

IV. What are your specific concerns regarding the implementation of a Tech Prep curriculum at your school next year?

Methods to monitor the Talents used withing the individual Tech Prep designated classrooms;
Counseling procedures to enroll Tech Prep students

Tech Prep Schedule

Sept. 5	UTHS Meeting
Sept. 11	Rock Island High School Design Team Meeting
Sept. 16	UTHS Meeting
Sept. 30	Rock Island High School Design Team Meeting
Oct. 15	Kewanee Meeting
Oct. 28	Geneseo Meeting
Nov. 26	Moline Meeting
Dec. 3	Geneseo Meeting
Dec. 18	Geneseo Meeting
Jan. 6	Dr. Daggett at John Deere Adm.
Jan. 9 & 10	Team Building
Jan. 23	UTHS Meeting
Jan. 31	Meeting with Dick Treat, Agricultural Technology, RIHS
Feb. 6	Rock Island High School Design Team Meeting
Feb. 25	Planning meeting at RIHS
Feb. 28	Univ. of IL Bio Tech Symposium
March 7	NIBEA Meeting on Tech Prep
March 9	NIU Integrating Curriculum Conference
March 13	Workforce 2000/Tech Prep Coordination Meeting
March 23	Scientific Literacy Conference
March 28	Mini Career Day Tech Prep Presentation
April 3	Rock Island Milan Conference--Tech Prep Presentation
April 21	Visit with Dr. Willis, Superintendent
May 5	Rock Island High School Design Team Meeting
May 26	Presentation to School Board

End of Year Report for Westmer
Submitted by Karen R. Jones
Date April 30, 1992

Please address each item.

I. How have you built awareness of and support for the Tech Prep initiative in the following areas?

A. Board of Education

Yes, tech prep presentation to Bof E. by our Superintendent, Bill Heitman

B. School Administration

Our Superintendent is on Board of Control
Principal very supportive

C. School Faculty and Counseling Staff

2 meetings have been held
Counselor was involved in developing Core of courses

D. Students and Parents

Explained at a Freshman Open House for Agriculture and Freshman Orientation

E. Business and Industry

Invited to our meetings - sounded supportive but did not attend.

II. How have you addressed the decision elements in the planning phase of the Blueprint for Action?

Yes - all have been addressed.

A. Team building activities

April 3 - All tech-prep team inservice
John Deere Harvestor, John Deere Program
Development - group activities w/ business
and comm. college.

B. What reports have been read and activities completed to develop awareness of the needs of a technical workforce?

Blueprint
Daggett tape viewed
Tech Prep Expectations
Scans Report

C. What activities have been planned or completed to improve curriculum?

Inservice for teachers, March 23
"Stars for the Future" Scientific
Literacy and Tech Prep.

D. What revisions are planned or completed to revise student handbooks and course descriptions?

, new handbooks are being
prepared for the 1992-93 school year

E. What courses/programs are planned for field testing/implementation next year?

1. List courses with projected enrollment figures for next year.

Algebra II → 20
Business English → 17
BSAA - 15

2. Briefly describe the changes planned in the above courses.

Teachers plan to use more hands on work, tying to the outside world.

BSAA/PSAA → Course is Tech Prep based.

III. What inservice activities related to Tech Prep have your staff participated during in the past year? Please list the activity and number of people involved.

Karen Jones - Counselor - all development meetings
"Stars For Future" - 6 people on Tech Prep team
2 - Tech Prep meetings (Jan and March)
April 3 - inservice "John Deere"

IV. What are your specific concerns regarding the implementation of a Tech Prep curriculum at your school next year?

Loss of class time of faculty to attend workshops so Tech Prep can be fully implemented.

WESTMER SECONDARY SCHOOL
WESTMER COMMUNITY UNIT 203
Box 436 Joy, Illinois 61260
309 584-4174

DAVID D. JOHNSON

Agenda

Tech Prep: A World of Difference

March 4, 1992

I. Introductions

II. Tech Prep: Where it is headed? Gabe Verstraete

III. How much, how soon? Curricular changes: Teacher input

IV. What can we do for each other? Education/Business Relationship

V. Closing

End of Year Report for Orion Tech-Prep Committee
Submitted by Laura Nelson
Date April 24, 1992

Please address each item.

I. How have you built awareness of and support for the Tech Prep initiative in the following areas?

Yes

A. Board of Education

Joint Citizen's Advisory Board Meeting with the Board of Education on April 6, 1992 where Ms. Sheila Lillis and Mr. Gabe Verstraete were guest speakers.

B. School Administration

Joint Citizen's Advisory Board Meeting with the Board of Education. Our principal has been to all of our meetings.

C. School Faculty and Counseling Staff

December faculty meeting. Both of our counselors are on the Tech-Prep Committee.

D. Students and Parents

Freshman teachers on our Tech-Prep Committee mentioned the Tech-Prep Program at Freshman Orientation.

E. Business and Industry

December, February, and April Citizen Advisory Board Meetings where local representatives of business and industry are members.

II. How have you addressed the decision elements in the planning phase of the Blueprint for Action?

1. Committee members read TECH-PREP ASSOCIATE DEGREE by Dan Hull and Dale Parnell.
2. Committee members have attended various workshops such as: Cooperative Learning in Elk Grove and the Tech-Prep workshops held at the Moline Holiday Inn.
3. Curriculum Development: Have three classes that we will target as Tech-Prep classes for 92-93 school year.
4. Orientation to staff at December teacher's meeting.
5. Joint Citizen's Advisory Board and Board of Education meeting on Tech-Prep

A. Team building activities

Established good working relationship in our meetings, especially at our November 18 meeting where Mr. Gabe Verstraete addressed our concerns

B. What reports have been read and activities completed to develop awareness of the needs of a technical workforce?

1. TECH-PREP ASSOCIATE DEGREE--A WIN/WIN EXPERIENCE by Dan Hull and Dale Parnell
2. WHAT WORK REQUIRES OF SCHOOLS--A Scans Report for America 2000 by the U.S. Dept. of Labor
3. Listened to Willard R. Daggett's Presentation at John Deere Ad Center
4. THE EVOLUTION OF A REVOLUTION: TECHNOLOGY IN THE CLASS-ROOM by Helen Jancich

C. What activities have been planned or completed to improve curriculum?

Implementing our Tech-Prep Classes next year: Journalism II, Technology Course including CAD program, and Independent Health Occupations Program.

Cooperative Learning Strategies from Cooperative Learning Workshop in Elk Grove given by Ms. Gail Dusa (Have ordered videos on this)

D. What revisions are planned or completed to revise student handbooks and course descriptions?

We are currently working on the classes which will be taught next year and will include the specifics to be covered in each course in the student handbook.

E. What courses/programs are planned for field testing/implementation next year?

We are field testing three courses next year and I have included enclosures detailing our Journalism II course and our Technology course. We have also designated our Independent Health Occupations Course as Tech-Prep.

1. List courses with projected enrollment figures for next year.

Journalism II--12 students

Independent Health Occupations Course (1st level, Orientation)--12 students

Industrial Technology (CAD Program)--14 students

2. Briefly describe the changes planned in the above courses.

We feel that our Independent Health Occupations Course is an excellent Tech-Prep Course because it already utilizes many Tech-Prep concepts.

I have enclosed the descriptions and changes planned for Journalism II and Industrial Technology on separate sheets. *Please locate on enclosed sheets

III. What inservice activities related to Tech Prep have your staff participated during in the past year? Please list the activity and number of people involved.

Moline Holiday Inn Tech-Prep Conference--4

Myrtle Stogner at Moline--4

Cooperative Learning Workshop given by Gail Dusa in Elk Grove--3

Stars for the Future Scientific Literacy and Tech Prep--3

IV. What are your specific concerns regarding the implementation of a Tech Prep curriculum at your school next year?

1. That we inservice and train all of our staff regarding the teaching strategies in Tech-Prep

2. That we are able to buy more computers for our Journalism II class and our Industrial Technology class.

3. That funds are available to keep this program going.

Tech-Prep Proposal
Journalism II

Premises

1. The district currently produces a monthly newsletter which is mailed to every household within the school district. Anyone who visits the post office on the day the newletter is delivered will see that the garbage can at the entrance is filled with copies of the newsletter that obviously are not read.

2. The high school currently produces a monthly newspaper with information about high school students by high school students that parents find interesting when copies of the newspaper reach their parents' homes. These newspapers do not reach home with any frequency.

3. The local newspaper, the Orion Gazette does a fair to average job of covering anything that happens in the schools with the exception of their excellent coverage of sports.

4. A district newsletter that highlights academic and extra-curricular activities that are NOT sports oriented would be valuable as both an informative and public relations tool.

5. The school district is currently under financial distress and cannot afford to increase expenditures, but has shown interest in the tech-prep program and its implementation.

6. The district currently spends $2400 an issue (1 week to do) a year including secretarial time and publication costs to produce the newsletter. The high school currently spends $139-$169. a month to produce the newspaper.

7. A combined newsletter/newspaper would, in the long run, not cost the district any more money but would create a tech-prep class to lead today's students interested in the media into the twenty-first century of technology.

Objectives

1. Journalism II will teach the technical skills of print media production to students who have completed the introduction to journalism class. To master the use of Desktop Publishing as it can be accomplished on the MacIntosh computer and the laser printer, students will complete the following skills:

   a. to learn, practice and master layout and design

   b. to learn, practice and master importation of copy from Appleworks

   c. to learn, practice and master changing font styles and sizes

d. to learn, practice and master editing copy to fit the space provided

e. to learn, practice and master laser printing of individual stories

f. to learn, practice and master tiling to print large areas of copy on a tabloid size layout

2. The combined discrict newsletter/newspaper will be read by the community because of its pleasing appearance, pictures, thoughful stories and complete coverage of all three schools. To achieve this, Journalism II students will complete the following tasks:

a. to plan each issue so that even and complete coverage is assured

b. to write, edit, and typeset stories

c. to take pictures and develop and print film to be used to accompany stories

d. to maintain weekly contact with C. R. Hanna and the Orion Middle School teachers to ensure coverage of grade and subject activities

e. to place a camera in each building for teachers to use to capture photographs of various activities

f. to maintain contact with the Superintendent's office to receive district information to be placed in the newsletter

g. to continue coverage of high school activities and events

h. to meet established deadlines to produce a monthly newspaper which will be delivered on schedule to the district's households

Anticipated Needs

1. The current methods of producing both the newsletter and the newspaper are unacceptable because the equipment is both old and outdated. Ideally, the journalism department would require a MacIntosh lab and two laser printers.

The tech-prep team realizes that with the current financial constraints in the district this is not immediately possible.

Because there is a method of importing Appleworks data created on any Apple computer, Journalism II could be

instituted with a single MacIntosh computer for the department and a single laser printer.

There are already three MacIntosh computers at the high school, and the journalism class would ask that it be able to use any or all of those computers during deadline week.

Tech Prep
Mech. Draft./Arch. Draft. II

1. This 2nd year course is offered to students who have completed the prerequisite of Ind. Occ. I. This class teaches the technical skills that are necessary for a student who would like to further his/her drafting skills.

2. For the student that is interested in Mech. Drafting, they will be able to:
   a. complete drawings in projection.
   b. complete drawings in sectional.
   c. complete drawings for auxiliary views.

3. For those students that are interested in Arch. Drafting, they will gear their efforts to be able to:
   a. project designs
   b. construct floorplans, elevations, and working drawings

4. The students, by using the Apple IIe's will discover CAD II software, will be able to manipulate their newly learned skills to accomplish the above objectives.

TECH-PREP SCHEDULE OF MEETINGS

Below are all the meetings that have been attended by Tech-Prep Committee members. I have marked with an asterisk those meetings that were held during the workday.

September 16	Tech-Prep Meeting at United Township (afternoon meeting held until 4:30 p.m.)
October 4	Introduction of Tech-Prep Program to Committee members here at Orion High School (7-8:20 a.m.) Mr. Gabe Verstraete, Mr. Gordon Kincead, and Ms. Sheila Lilis were guest speakers
*October 17	Tech-Regional Meeting
*November 4	Tech-Prep Workshop (8-11:00 a.m.) Held at Moline Holiday Inn
*November 18	Mr. Gabe Verstraete attended half day meeting to discuss Tech-Prep program with OHS design team. (Held at Laura Nelson's home 8-11:30 a.m.)
*November 25	Regional Standards Meeting at Black Hawk College (8-11:00 a.m.)
November 26	Moline High School Tech-Prep Meeting (3:30-4:45 p.m.)
December 10	Short presentation of Tech-Prep program to High School faculty
January 6	Tech-Prep members went to listen to Mr. Will Daggett "Identifying the Skills Needed for Success in the Workplace: Implications for Curriculum and Assessment"(7-9:00 p.m.)
January 23	Tech-Prep Meeting at United Township (3:30-5:00 p.m.)
*February 4	Cooperative Learning Workshop given by Gail Dusa (8-3:30 p.m.)
February 17	Tech-Prep Committee Meeting at Orion High School Planning classes to be targeted (3:30-5:00 p.m.)
*March 23	Tech-Prep Workshop (8-3:30 p.m.) Scientific Literacy and Tech-Prep Sessions
April 6	Tech-Prep Presentation to Citizen's Advisory Board and School Board Members (7-9:00 p.m.) Mr. Gabe Verstraete and Ms. Sheila Lilis were guest speakers

Mr. Gary Crowell has also worked on articulation with Black Hawk College regarding graduation requirements and Tech-Prep

These meetings are tentatively scheduled for Tech-Prep Committee to develop curriculum and articulation with Black Hawk College.

April 24	(7:30-8:20 a.m.) Tech-Prep Curriculum
April 30	(3:30-5:00 p.m.) Curriculum Planning
May 14	(3:30-5:00 p.m.) Curriculum Planning
May 21	(3:30-5:00 p.m.) Final End-Of-Year Report Course Descriptions

Time spent on end-of-year report to be completed by all Tech-Prep sites is 2 hours.

All travel and mileage to various meetings (except Cooperative Learning Workshop) has been paid by the individual committee members.

Additional meetings will probably be set up for the individuals teaching the designated Tech-Prep classes.

End of Year Report for Sherwood H.S.
Submitted by Lisa Sherwood
Date 7/30/92

Please address <u>each</u> item.

I. How have you built awareness of and support for the Tech Prep initiative in the following areas?

A. Board of Education The principal and I have made a presentation to the Board concerning the tech prep concept.

B. School Administration Principal and all of the deans are included in Sherwood Tech Prep design team.

C. School Faculty and Counseling Staff
The school counselor is included on the Sherwood design team. The first faculty meeting to introduce tech prep is scheduled for May.

D. Students and Parents
Tech Prep course model and labels are combined with traditional course sequence outlined in the 1992-93 registration guide distributed to students.

E. Business and Industry

II. How have you addressed the decision elements in the planning phase of the Blueprint for Action?

Design team meetings have primarily focused on the following decision elements of the four core planning phases: A, B, C, D, E, I.

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A. Team building activities

Early design team meetings held at each trip's concept direction, and goals.

B. What reports have been read and activities completed to develop awareness of the needs of a technical workforce?

1) discussion of SCANS report
2) discussion of Tyger II materials, both video tape and summaries
3) two of our three product development and planning during Nat'l Tech Prep Conference.

participated in training conference in Calif.

C. What activities have been planned or completed to improve curriculum?

1) 4 teachers attended a Physics/Math Integration workshop
2) 3 teachers attended Tech Prep workshop.

D. What revisions are planned or completed to revise student handbooks and course descriptions?

The page in the Career Curriculum/Registration guide for merely outlined college prep, general studies, and vocational programs. For 1992-93 it was re-used to show college prep, general and tech prep.

E. What courses/programs are planned for field testing/implementation next year?

implementing keyboarding for a semester combined with 9th grade English for all students.

some integration of Oral Communications (English) with Tech Prep courses.

1. List courses with projected enrollment figures for next year. Oral Communications (Final to be courses.

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2. Briefly describe the changes planned in the above courses.

Although not strictly within the required Tech Prep model we are trying to integrate keyboarding and the use of computers and technology for all Vermont students. The next step is to schedule this change. This has been decided at the 5th grade level as these students are currently scheduled for a semesters of English/Literature at grades 7 and 8.

III. What inservice activities related to Tech Prep have your staff participated during in the past year? Please list the activity and number of people involved.

Oct - Tech Prep Conference - Maine - 4 teachers
Nov - Physics - Math Integration - 4 teachers
workshop
Nov - Math workshop - 3 teachers
Apr - Rock Island Conference
Tech Prep Two/Link-Up - 6 teachers

IV. What are your specific concerns regarding the implementation of a Tech Prep curriculum at your school next year?

For most of Vermont's Union team members there is a concern on how to introduce the entire staff on Tech Prep. Keeping in mind the length of time and discussion that the team/staff needed to arrive at conclusions on the Tech Prep program, technology, and educational change, there is concern that too much information might overwhelm the entire staff. However, too little might fail to convince the staff of major need to change.

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Example of Discussion worksheet for Design Team to explore Tech Prep Curriculum Possibilities

TECH PREP DESIGN TEAM

At our last meeting it was decided to discuss and try to develop a Tech Prep curriculum in one academic area. Our goal is not necessarily to develop a steadfast program, but, to look for ideas for implementing Tech Prep concepts into any area of the curriculum and also to discover problems for impiementing Tech Prep changes. A majority of the team members expressed a desire to look at the English area, so, please direct your thoughts towards ideas for a Tech Prep English program. In addition, please consider the following factors:

1. Tech Prep model and core courses

current SHS general studies requirements	Tech Prep Core requirements
3 units of English required	Keyboarding
(Basic Engiish or English - I, II, and III)	Computer Applications (word processing)
	3 units of English
	Communications Skills

2. Tech Prep should include technical writing and technical reading, as well as the English skills and communication technology currently in demand or required by your academic or vocational area and outside employers.

3. Tech Prep courses should also contain content relevant to Illinois State Goals for Learning and college prep material as part of its aim to prepare students to attend community college.

TECH PREP WORKSHEET

Focus of Tech Prep: 1. the student within the range from below average to above average.

2. the student with aspirations of earning an Associate's degree or less.

Tech Prep English (Regional Model)

Written (Printed) Communication
Oral Communication
Technical Reading
Technical Writing
utilization of communication technology

Content Emphasis

Methods / Objectives

SHERRARD HIGH SCHOOL

TECH PREP DESIGN TEAM ACTIVITIES

Design Team Leader: Larry Shimmin

Design Team Members: Tom Watkins (English)
Jim Schulz (Guidance)
Gary Tisue (Math)
Jim Lee (Science)
Jack Weese (Social Studies)
Loretta Cederstrom (Business)
Mary Bischoff (Home Economics)
John McCormick (Industrial Arts)
Harry Hunt (Principal)
Cliff Colbert (Dean of Students)

Activities / Meetings

Sept. 18, 1991	Design Team meeting.
Oct. 18, 1991	Tech Prep Conference, Moline, IL (entire team participated).
Nov. 4, 1991	Design Team meeting.
Jan. 6, 1992	Daggett's Presentation, Moline, IL (Superintendent and Design Team Leader)
Jan. 9, 1992	Design Team meeting.
Mar. 4, 1992	Design Team meeting.
Mar. 9, 1992	Physics Math Integration Workshop, DeKalb, IL (4 teachers participated).
Mar. 23, 1992	Stars Workshop, Moline, IL (3 teachers participated).
Apr. 3, 1992	Rock Island Conference Tech Prep Tours / Workshop, E. Moline, IL (6 teachers participated).
Apr. 28, 1992	Design Team meeting.

End of Year Report for Riverdale High School
Submitted by Hugh F Simmons
Date 5/1/92

Please address each item.

I. How have you built awareness of and support for the Tech Prep initiative in the following areas?

A. Board of Education - Verbal and partial presentations to the Board during regular sessions. Individual contact with Board Members attended by Dave Pruett & Regional Tech Prep Rep.

B. School Administration - Several Mtgs. with administration. Attended by administrators & Design Team Mtgs.

C. School Faculty and Counseling Staff - 10-minute participation of staff on Design Team. Verbal & Visual presentations to remainder of staff. Excellent attendance of Design Team members to regional Tech Prep Mtgs.

D. Students and Parents - Student to serve as contact point. Potential bulletin board display of Tech Prep Material

E. Business and Industry Presentation made to the local Rotary Club.

II. How have you addressed the decision elements in the planning phase of the Blueprint for Action?

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A. Team building activities

B. What reports have been read and activities completed to develop awareness of the needs of a technical workforce?

Students by all design team members to Sigourd/County industrial visits to the area

C. What activities have been planned or completed to improve curriculum?

We are looking at C.O.A.D Materials to use in appropriate courses, especially in courses taught by design team members

D. What revisions are planned or completed to revise student handbooks and course descriptions?

Student handbook will be revised next year with Tech Prep information for students.

E. What courses/programs are planned for field testing/implementation next year?

Math Dept: Applied Math, Statistics, Geometry, Computer Programming

1. List courses with projected enrollment figures for next year.

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2. Briefly describe the changes planned in the above courses.

Applied Math - Textbook Material.
Geometry - Implementation of C.O.R.D material on a trial basis

III. What inservice activities related to Tech Prep have your staff participated during in the past year? Please list the activity and number of people involved.

Regional S.T.A.R.S - 8 staff
Rockingham Co Tech Prep - 9 staff
National Tech Prep Conference - 1 staff

IV. What are your specific concerns regarding the implementation of a Tech Prep curriculum at your school next year?

1. More active involvement of Principal + Supt in the initiative.
2. Continued financial support by the Fed. Govt + State govt

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(Over)

End of Year Report for J. D. Darnall High School
Submitted by J. DePauw
Date 4-30-92

Please address each item.

I. How have you built awareness of and support for the Tech Prep initiative in the following areas?

A. Board of Education

As released from school administration

B. School Administration

It was the administration who first proposed the idea. The principal is on the design team, as is the curriculum/assistant superintendent.

C. School Faculty and Counseling Staff

Each department has a member on the design team. It has been included in many curriculum meetings and in planning discussions for the next few years.

D. Students and Parents

At this point, we feel it is a little early to put out a great deal of information. Posters have been placed on bulletin boards, pencils have been distributed, etc.

E. Business and Industry

This has been difficult at this point in our area.

II. How have you addressed the decision elements in the planning phase of the Blueprint for Action?

A. Team building activities

We have had opportunities to meet as a design team. Through these meetings and other meetings in our building, there seems to be a great deal of awareness of the topic.

B. What reports have been read and activities completed to develop awareness of the needs of a technical workforce?

Many reports have been read, the Daggett tape, the in-service at UT connected with the Rock Island/Milan in-service, etc.

C. What activities have been planned or completed to improve curriculum?

Our math department is planning a curriculum change for next year, aimed at implementing tech prep, and accomodating the curriculums that will be developed.

D. What revisions are planned or completed to revise student handbooks and course descriptions?

As there has not been a final decision made on the topic in "C" above, we will make no revisions for the 92-93 book. A full revision is planned for the 93-94 book.

E. What courses/programs are planned for field testing/implementation next year?

The math department is planning a change that would allow more students to be involved in courses offering Algebra.

1. List courses with projected enrollment figures for next year.

As the decision involving the math department is not finalized, numbers at this time are not available. At this point, a rough, projected figure would probably put Career Math at about 25 students. Tech Prep materials are used in this course.

2. Briefly describe the changes planned in the above courses.

The math proposal would be to drop a course known as General Math. Make the two years of basic math include Career- Math and Pre-Algebra. Tech Prep materials are being used now in these classes. Part of the idea for this change would include getting more students into classes that offer not only tech prep lessons, but also more algebra.

III. What inservice activities related to Tech Prep have your staff participated during in the past year? Please list the activity and number of people involved.

There was the meeting at the Holiday Inn during first semester. Design Te
The Rock Island/Milan conference at UT. 4

IV. What are your specific concerns regarding the implementation of a Tech Prep curriculum at your school next year?

I hope that the interest will continue. As the topic continues to be part of conversations at meetings, there are many questions coming up. This is good, as it forces us to come up with answers. As we continue to develop our curriculum as a region, what we are expected to do at the secondary level will become more clear. I think that this concept is a good one. I hope that it doesn't become so bogged down with requirements that interest is lost. Our school is ready to continue and move to the next step.

End of Year Report for Wyoming High School
Submitted by Carl Wardell, Vocational Director
Date 4/30/92

Please address each item.

I. How have you built awareness of and support for the Tech Prep initiative in the following areas?

A. Board of Education - A presentation to ~~all~~ school board members of the new consolidated district.

B. School Administration - Besides talking to him one-on-one about ~~enrolled~~ tech prep he was at the meeting with the school board members

C. School Faculty and Counseling Staff Guidance program Counselor is in the tech prep team

D. Students and Parents An issue of the school newsletter was devoted to tech prep.

E. Business and Industry

II. How have you addressed the decision elements in the planning phase of the Blueprint for Action?

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A. Team building activities

B. What reports have been read and activities completed to develop awareness of the needs of a technical workforce?

C. What activities have been planned or completed to improve curriculum?

D. What revisions are planned or completed to revise student handbooks and course descriptions?

E. What courses/programs are planned for field testing/implementation next year?

1. List courses with projected enrollment figures for next year.

2. Briefly describe the changes planned in the above courses.

III. What inservice activities related to Tech Prep have your staff participated during in the past year? Please list the activity and number of people involved.

at Millard - Chairs - 2 people
at Millard - Tech Prep Seminars

IV. What are your specific concerns regarding the implementation of a Tech Prep curriculum at your school next year?

APPENDIX A-8

TECH-PREP Pilot Courses for FY92

Our project has identified that the TECH PREP model and courses will emphasize higher order thinking skills, teamworking, interpersonal skills, personal work ethic, outcome based education, integration of work setting applications in academic courses and vo-tech reinforcement of academic concepts. Process skills provide a strong basis for life-long learning skills. As technology and occupations change so rapidly, students will need transferable skills which can apply to a variety of work situations. The implication for our project is that development of instructional strategies to teach those process skills is of equal or greater importance as compared to the course content focus of the past. To facilitate full implementation of the TECH-PREP Core Curriculum each of the four original pilot implementation sites will target a minimum of two courses to field test course revisions necessary to implement these elements into an implemented TECH-PREP Degree Model.

Kewanee High School **Geometry: Roger Malcolm, contact person**

Roger Malcolm is developing their Geometry class to include both college bound material and more applications for increased student understanding. A hands-on-approach and cooperative group work will been incorporated into the class. Presentation of the content has been changed to utilize an inductive rather than deductive approach. Three classes are being taught with a total of 90 students.

Kewanee High School **Agriculture Science: Floyd Wohrley, contact person**

Floyd Wohrley is integrating science principles into the agriculture program. The Agriculture program is offering Biological Science Applications in Agriculture - Plant Science. He is using the course and materials which were developed by the University of Illinois. This course is designed to reinforce and extend students' understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. He is teaching one class with 19 students.

Kewanee High School **Computer Aided Drafting: Steve Morrison, contact person**

Steve Morrison is incorporating industry standards into his drafting classes. His is extending student hands on time utilizing computer-aided drafting. His class involves 8 students.

Kewanee High school **Jr. English - Composition Writing: Linda Pont, contact person**

Linda Pont is integrating computer technology into Jr. English Composition Writing class. Twenty-one students are gaining experience in writing and editing their compositions on the computer.

Moline High School **Algebra I & II: Nancy McManus, contact person**

Moline High School is using calculators to assist students who do not possess math computational skills to move into Algebra classes where development of conceptualization skills are emphasized. The conceptual essential in the development of higher order thinking skills. They are piloting whether the use of calculators can help students to overcome deficient computational skills.

All math teachers have received 3 to 6 hours of inservice in the use of the TI81 Graphic Calculator and the TI Challenger. The Algebra I class is developing applications for math concepts and structuring cooperative team groups to enhance student learning.

Moline High School **Information Processing: Brian Shelor, contact person**

Brian Shelor is upgrading the technical skills taught in this course. Following a survey of businesses to deter the equipment and software used in their offices, business standard software applications have been purchased and implemented into the curriculum using the Mac lab. Problem solving activities are being incorporated into the class work with practical situations with actual uses. Team working activities are emphasized.

George Schnooberger is developing a new course to follow this course which will present computer application experiences in an IBM lab using applications again identified as business/industry standards.

Rock Island High School **English: La Waun Glasgow, contact person**

La Waun Glasgow is incorporating Tech-Prep concepts, including teamwork and hands-on-learning into a pilot English class. The course content is based around the concepts of critical thinking and problem-solving with real working world applications. Students are developing communication and interpersonal skills along with a deeper understanding of the significance of school learning to their future lives.

Rock Island High School Child Care II: Janet Samuelson, contact person

Janet Samuelson is revising the Child Care II curriculum to strengthen the integration of academic content in the course. She is incorporating child psychology and English writing skills into the curriculum. They are using these writing skills to prepare lesson plans for practical situations that they might find in an actual child care facility. They are combing field trips with academic work to correlate the classroom experience to the actual, real life, hands on use of those skills.

United Township High School Media Production: Judy McDonald and Bob Pyevich, contact persons

United Township High School is developing an integrated Media Production class. This second semester course will integrate communication skills and production technology. This course will be team taught. Students will learn both the presentation skills and the technical aspects of production in broadcast media. Communication skills such as writing, presentation and delivery techniques, and stage presence skills will be developed. Production techniques to be taught will include operation of the VCR, character generator, mixer, editor, and monitor. Students will produce radio broadcasts approximately every six weeks and will produce promotional videos for the school. This course will be team taught with approximately 16 students enrolled.

United Township High School BioTech: Dennis Steinmetz, contact persons

Dennis Steinmetz is integrating biology and technology into the BioTech course. Emphasis is placed on development of the lab skills and procedures used in today's modern technological fields. Through field trips and practical hands on activities, students develop an awareness of the roll science plays in everyday life. Field trip experiences enable students to view state-of-the-art laboratories. Use of computers is an integral part of the course.

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